

LEA Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	51.28	59.04
English Learners	0.87	0.55
Foster Care	1.46	1.74
Homeless	3.09	1.64
Military Connected	0.17	0.09
Students with Disabilities	18.05	18.06
Race		
American Indian or Alaska Native	0.25	0.10
Asian	0.99	1.35
Black or African American	7.23	15.27
Hispanic or Latino Native	2.20	1.01
Multi-Racial	0.43	0.60
Native Hawaiian or Other Pacific Islander	0.14	0.13
White	88.57	81.35
Gender		
Female	48.35	49.04
Male	51.65	50.96

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. Notable Comparison between June 2022 vs. June 2023 Demographic Data in Kanawha County Schools and Statewide:**Socioeconomic and Related Status** (Based on Student Population)

Based on the most recent data provided, approximately 59% of Kanawha County Students (n=14,161) are identified as economically disadvantaged compared to 55.56% identified in KCS data provided in last year's needs assessment.

This is an increase of > 3% from the previous year which means approximately 700 more Kanawha County Schools students are living in economically disadvantaged situations than there were when the previous data was generated.

State-wide, approximately 1.3% more children are in families identified as economically disadvantaged increasing from 49.98% to 51.28% from 2022 to 2023.

In addition, **Average Attendance is lowest for Low SES students at 89.0%**

On a positive note, the percentage of homeless students decreased from 2.22% to 1.64% in Kanawha County Schools from data provided one year ago. Statewide, the percentage of homeless students decreased slightly from 3.18% to 3.09%.

Race and Ethnicity

The percentage of Black-African American Students in Kanawha County Schools increased from 10.38% to 15.7%.
State-wide the percentage of Black-African American Students increased from 4.05% to 7.23%.

The percentage of Asian students in Kanawha County Schools increased from 1.15% to 1.35%.
The percentage of Asian students statewide increased from 0.63 to 0.99

The percentage of Latino students, both statewide and in Kanawha County, remained consistent.

The percentage of EL students (Kanawha n=154) both statewide and in Kanawha County remained consistent with slight growth statewide and a slight decrease in Kanawha County.

The percentage of white students remained consistent but did show an approximate 0.05% decrease at the state level and slight increase in Kanawha County Schools.

The above data may indicate a growth in diversity within Kanawha County Schools.

Additional noted comparison related to race and ethnicity:

The percentage of multiracial students in Kanawha County Schools greatly decreased from 5.97% to 0.6%

The percentage of multiracial students statewide greatly decreased from 4.06% to 0.43%

Perhaps this is due to an error in WVEIS or different method of identifying multiracial students is being used.

2. Comparison to ZOOM (Source <https://zoomwv.k12.wv.us/educators/dashboard/21404>)

Of approximately 23,500 Kanawha County students enrolled in 67 schools:

19,503 students are identified as white, with **55%** of white students from households of low socioeconomic status. (consistent with data provided)

Of **355,465 student absences** throughout the 2022-2023 school year, **147,161 were excused** absences and **208,304 were unexcused absences**.

3,662 students are identified as black, with **79%** of black students from households of low socioeconomic status.

243 students are identified as Hispanic/Latino, with **65%** of Hispanic/Latino students from households of low socioeconomic status.

342 students are identified as Asian, with **14%** of Asian students from households of low socioeconomic status.

25 students are identified as Native American, with **100%** of Native American students from households of low socioeconomic status.

145 students are identified as multi-racial, with **78%** of multi-racial students from households of low socioeconomic status.

31 students are identified as Pacific Islander, with **35%** identified as students from households of low socioeconomic status.

41 students are identified by race as race unknown or not reported, with **66%** identified as students from households of low socioeconomic status.

Data verify that greater than half of all students are from families of Low Socioeconomic Status, with higher rates among minority students.

Further analysis of Kanawha County overall population data from the most recent census data identifies the poverty rate by race and other indicators are provided, as well.

*Of the 59% of white students who are identified as economically disadvantaged, approximately 16%, are identified as living in poverty, beyond being economically disadvantaged.

*Of the 79% of black students who are identified as being economically disadvantaged, approximately 31% who are economically disadvantaged are also living in poverty, beyond being economically disadvantaged.

*Of approximately 78% of multiracial students identified as being economically disadvantaged, approximately 29% of all multiracial individuals residing in Kanawha County are also identified as living in poverty, beyond being economically disadvantaged.

*Of the 65% of Hispanic students reported as being economically disadvantaged, 16.15% of Hispanic individuals in Kanawha County are also reported as living in poverty.

* Of the 14% of Asian students n Kanawha County reported as being economically disadvantaged, 7% of Asians also reported as living in poverty.

* 100% of Native American students are identified as being economically disadvantaged, but 53% are identified as living in poverty, beyond low socioeconomic status.

3. CENSUS DATA (2022) is self reported and depends on participation. This may be the cause of some discrepancy.

POVERTY (Based on Total Population)

Name	Total	In Poverty ▼	Poverty Rate
White	155,430	24,527	15.78%
Black	12,107	3,733	30.83%
Multiple	6,021	1,725	28.65%
Hispanic	2,012	325	16.15%
Native	335	178	53.13%
Asian	2,204	151	6.85%
Other		67	NaN%

Census Data**Overall 2022 Kanawha County Population by Race:**

Race	Population ▼	Percentage
White	159,197	87.95%
Black or African American	12,520	6.92%
Two or More Races	6,132	3.39%
Asian	2,209	1.22%
Some Other Race	396	0.22%
American Indian and Alaska Native	335	0.19%
Native Hawaiian and Other Pacific Islander	225	0.12%

Other indicators of being economically disadvantaged include: Home Ownership, Education Level Attained, and Per Capita Income. Source: 2022 Census data which is self-reported and depends on participation and may be the reason for some discrepancy in the data.

Kanawha County Home Ownership

Type	Owner ▲	Renter
Female	51.2%	48.8%
Non Family	60.7%	39.3%
Male	63.3%	36.7%
All	70.3%	29.7%
Married	85.5%	14.5%

Education Attained

Education Attained	Count	Percentage
Less Than 9th Grade	4,251	3.24%
9th to 12th Grade	9,811	7.47%
High School Graduate	48,066	36.61%
Some College	25,245	19.23%
Associates Degree	9,291	7.08%
Bachelors Degree	20,815	15.86%
Graduate Degree	13,797	10.51%

The above data, identifying high schools graduates and less, may reflect apathy toward a need for education among students, and families, nationwide. This might be due to political trends and also due to lack of structure during Covid 19.

Education by Race:

Race	Total ▼	High School	Bachelors
White	117,445	104,526	30,205
Black	8,164	7,649	1,778
2+ Races	2,654	2,378	801
Asian	1,750	1,582	1,408
Hispanic	1,226	1,117	419

Race	Total	High School	Bachelors
Native American	267	152	74
Other Race	241	228	63

Per Capita Income:

Name	Average	Male	Female
Overall	\$36,272	\$40,940	\$32,020
Less Than 9th Grade	\$20,697	\$23,910	\$16,466
High School Graduate	\$28,094	\$31,836	\$25,201
Some College	\$33,157	\$37,942	\$28,986
Bachelors Degree	\$49,667	\$59,098	\$43,448
Graduate Degree	\$64,763	\$82,350	\$58,908

2. Other Status:

a. English Learners (EL)

Based on the October 2022 Child Count, Kanawha County Schools currently provides instructional support to 154 EL students. Of the total number of ELs in Kanawha County Schools, 20% are Latino students, 14% are Asian students, and all others are < 1%. (ZoomWV 2023 Data)

There are 7.5 FTE Certified EL Teachers and .5 EL Academic Coach.

Based on the Spring 2022 ELPA Summative Assessment, 8% (9 students) of ELs are not proficient in English; 81% (90 students) are partially proficient; and 11% (12 students) are proficient at the mastery level.

40% (approximately 53 students) of ELs attended the Summer SOLE program in 2022.

In past years, before the Covid disruption, 20-30 grades K-8, EL students participated in a summer program specifically for EL students. The summer opportunity provided enrichment, as well as basic skills support.

Parents brought their children to the program and picked them up at 1:00 pm, after students were fed lunch. Both breakfast and lunch were provided.

The summer program provided an opportunity to include parents in activities and discuss ways to support their el children.

Summer teachers included certified EL teachers, a summer principal, and teachers who spoke Mandarin, Spanish, Arabic, and French. In addition, all teachers were proficient in using a translating program.

Kanawha County has again scheduled the EL summer program for the following dates in 2023:

July 5, 6, 10, 11, 12, 13, 17, 18, 19, 20

b.) SWD (Source WVEIS Kanawha.sis.k12.wv.us)

Approximately 4,400 (18.25%) students in Kanawha County Schools are Students with Disabilities.

The number of special education students increased from 16% of Kanawha County students in 2021-22 to 18% in 2022-2023.

SWD included the following, based on race:

18% of all White students

19% of all Black students

14% of all Hispanic/Latino students

10% of all Multi-Racial students

6% of all Asian students

0% Native American, Pacific Islander, or other

Average Attendance is second lowest for SWD at 89.7% (2021-2022 WV ZOOM)

More recent data from the December 2022 Child Count provides an updated percentage of students with IEP services and a breakdown by specific exceptionality:

Total KCS enrollment: 24,006

Enrollment with IEP: 20.22%

Autism: 255 EBD: 46 Communication Disorder: 958 Hearing Impaired: 45 Specific Learning Disability: 1, 507 ID/Moderate: 155 ID/Mild: 358 ID/Severe: 28 Other Health: 870 Pre School: 226

Traumatic Brain: 7 Visual Impairment : 20 Gifted Students 435 Extremely Gifted : Unclear due to errors

17 EL students are identified as students with an IEP (December Child Count)

To Support SWD:

Extended Day and Extended Year services are provided annually.

Special Games (aka Special Olympics) have been organized each spring by OES staff and parent staff at the Parent Community/Educator Resource Center.

Parent Community/Educator Resource Center supports SWD and their parents/guardians as follows:

- *Conducts all transition meetings for PreK special needs students
- *Provides printed and verbal information to parents, guardians, teachers and community
- *Provides advocate services for SWD, as needed.
- *Conducts learning and informational sessions for parents, teachers, and community.
- *Maintains a list of certified teacher tutors available to all students.

Rational for materials and supplies at the Parent Community/Educator Resource Center:

- *Brochures are printed and provided to parents to communicate numerous, related support services for children and families.
- *Paper is needed for necessary copies, made for various learning sessions
- *Forms for Services
- *Computers & printers for the parent educator and parent assistants on which to work.

Special Education teachers are provided with many ongoing opportunities for professional learning.

Due to the shortage of certified teachers in multi-categorical resource and Autism, teachers are trained through the Kanawha County Schools Alternative Certification Program. Since 2016, 75 special education teachers entered the alternative certification program in Kanawha County.

Of the 75 special education teachers who entered the alternative certification program in Kanawha County Schools, 11 are no longer teachers.

One is still employed by Kanawha County Schools as a BCBA, one left special education to teach math, one retired, two moved to other WV counties to teach special education, and 10 left for unknown reasons or found a job in the area of their first career.

c.) Military Connected Students

All Kanawha County Schools and the Kanawha County School District are recognized as Purple Heart Schools.

d.) Foster Care

*Approximately 425 Kanawha County Students meet the definition of living in Foster Care.

Students living in Foster Care also meet the definition of the approximate 533 Homeless Students in Kanawha county Schools.

*Homeless services are provided to students in foster care, including tutoring services, academic supplies, and some personal items for students, as approved.

e.) Student Enrollment by Gender: 49.04% female 50.96% male

f.) The latest school dropout rate available for Kanawha County Schools in Zoom WV (2021-2022) is as follows:

White Students 1.0%

Black Students 1.3%

Hispanic/Latino 0.07% (<1%)

EL Student 1.8%

Low SES 1.3%

Male 1.2%

Female 0.09% (<1%)

Dropout rate was highest in the subgroup, EL students in 2021-2022 followed by black students and Low SES students.

Participants included parents, community members, educators, support personnel, students, and school/district administrators. (See Planning Section for participant names)

An activity was conducted to identify needs. Participants were in four groups and each group had an essential question related to current school topics: 1. Student attendance 2. Attracting and retaining effective, well-qualified teachers 3. Increase Academic Achievement in Reading and Math 4.) Helping students overcome trauma and behavior

Each Group discussed the assigned topic and moved to the next topic. At the end of the activity all participants had discussed and identified common needs. Finally, each participant identified what they saw as the top three needs by placing a blue dot (3 pts) by what he or she viewed as the greatest need; a red dot (2 pts) by the send most pressing need; and a green (1 pt) dot by what he or she saw s the third greatest need. Points were added and identified needs based on the outcome of the activity.

The following needs were identified to support: student attendance, attracting well-qualified teachers, increasing achievement through data driven instruction, and dealing with trauma to improve social

emotional well-being:

a.) Flexibility with instruction and assignments: (Flexible Opportunities for Schooling, for Class Schedules, for School Start and End times, and flexibility for students when turning in assignments.) A variety of opportunities for school are addressed in the strategic plan and include KCS Virtual School, Use of technology for remote learning, when needed on NTIDs, The HS Collaborative Program, and homebound instruction provided on a case-by-case basis. Support services are also addressed in the Strategic Plan and include use of an emergency bus that will travel to schools to provide counseling and support, and itinerant personnel to provide tutoring and psychological support. School start and end times are determined by policy 2510 which identifies minutes required per school day. The Technology Department continues to provide training in blended learning to prepare teachers for both virtual and in-person instruction. An instructional technology support person has been added to the Technology Department for the 2023-2024 school year to assist teachers.

b.) Improving student attendance and better enforcing attendance laws; Enforce parents & guardians sending kids to school (A variety of support activities are identified in the strategic plan with the goal of increasing student attendance.) Schools provide attendance incentives to students, as well. Parents are easily able to get dr. excuses and as a result, students are absent more often, according to the discussion.

c.) Establishing Positive Relationships with Students and Families and Removing Barriers that inhibit positive relationships (Activities to support student and staff social emotional well-being and address academic progress are addressed in the Strategic Plan.) Parent Involvement activities held by schools also encourage parent participation and make them more comfortable interacting with school personnel.

d.) Improving school culture (Programs such as BARR and Performance Matters are addressed in the Strategic Plan. Both programs focus on data and building student assets while removing barriers to success.)

e.) Decreasing Lack of motivation for students to attend school and lack of motivation by some parents to emphasize the importance of schooling

f.) Recruiting and retaining certified teachers to eliminate the teacher shortage, especially in mathematics, science, and special education. (This is addressed throughout the 2023 strategic plan.)

f.) Continuing to enhance the support system for new teachers. The Beginning Educator Support and Training Program (BEST) is addressed in the Strategic Plan with enhancements for 2022-2023.

4.) Eight HS Attendance Area LSIC meetings were conducted in September and October 2022. LSIC Area Discussions, with participation by a combined total of 888 individuals, included parents/guardians, HS students, community members, and school staff. The following following needs were identified:

- a.) Improve student attendance and motivation for schooling
- b.) Provide Social Emotional support for students and all teachers/staff
- c.) Increase the number of Certified Teachers
- d.) Provide Challenging Academic Content for all students

The outcome of all eight area 2022-2023 LSIC meetings was consistent with outcome of the Spring 2022 Superintendent's Management Retreat.

5. SURVEYS

1.) Spring 2023 WV Schools Learning Environment Surveys

a.) Thirty-nine of 42 Kanawha County Elementary Schools, 11 of 12 Middle Schools, and 10 of 11 High Schools, CTE Centers, and Alternative Schools participated in the WV School Learning Environment Survey in April 2023, with combinations of student, staff, and parents completing the online surveys. Individual school data will be utilized in the school strategic plans, but an overview of all schools included the following:

b.) *The majority of Parents, Staff, and Students (Grades 4-12) at each overall program level (elementary, middle, and high schools) agreed or strongly that their school was safe, engaging, promoted academic success, offered help to students, emphasized teaching many ways to make sure all students learned, provided counseling and support services, promoted trust, utilized appropriate curriculum and materials, and provided equal opportunities to all students.

2.) Kanawha County Schools Student Needs Survey ON SOCIAL EMOTIONAL WELL-BEING

A 2022 needs survey completed by 4,745 high school students in all eight Kanawha County High Schools, Chandler 9-12 Alternative School, and KCS 9-12 Virtual School provided the following data:

Students completing the survey included 49.08% male and 50.92% female.

Race and ethnicity of student participants included:

White Students 80.23%
Multi-race Students 7.20%
Black Students 6.93%
Asian Students 2.66%
Hispanic Students 1.82%
American Indian/Alaska Native < 1% (0.89%)
Pacific Islander <1% (0.27%)

Student Grade Level:

9th Grade 30.65%
10th Grade 29.72%
11th Grade 21.42%
12th Grade 18.21%

SOCIAL EMOTIONAL Self-Identified Needs:

9.35% (309 students) agreed or strongly agreed that they needed help making friends.
8.05% (348 students) agreed or strongly agreed they needed help "fitting in."
8.21% (355 students) agreed or strongly agreed they needed help dealing with peer pressure.
19.93% (860 students) agreed or strongly agreed they needed help with making better decisions.
28.5% (1229 students) agreed or strongly agreed they needed help with improving communication.
3.25% (141 students) agreed or strongly agreed they needed help concerning alcohol or drugs.
6.16% (266 students) agreed or strongly agreed they needed help transitioning to a new school.
2.76% (119 students) agreed or strongly agreed they needed help with teen pregnancy/parenting.
11.53% (498 students) agreed or strongly agreed they needed help getting involved in school activities
12% (515 students) agreed or strongly agreed they needed help with dating or relationships.
26.55 (1143 students) agreed or strongly agreed they needed help gaining self-confidence, feeling better about himself or herself, and expressing thoughts and feelings.
17.36% (753 students) agreed or strongly agreed they needed help being more assertive.
6.09% (262 students) agreed or strongly agreed they needed help with teasing or being bullied.
10.6% (432 students) agreed or strongly agreed they needed help getting along better with other students.
13.89% (598 students) agreed or strongly agreed they needed help getting along better with family members.
19.5% (838 students) agreed or strongly agreed they need help feeling sad or depressed.
10.45% (449 students) agreed or strongly agreed they needed help with grief over the loss of a loved one.
4.84% (208 students) agreed or strongly agreed they needed help concerning a parental divorce or separation.
22.83% (approximately 1000 students) agreed or strongly agreed they needed help dealing with anger.
40% (1683 students) agreed or strongly agreed they needed help dealing with stress.
34.54% (1484 students) agreed or strongly agreed they needed help with feeling anxious or irritable.
14.32% (640 students) agreed or strongly agreed they needed help with skills for resolving conflicts.
31.10% (1265 students) agreed or strongly agreed they needed help becoming more organized.
42% (1707 students) agreed or strongly agreed they needed help managing time better.
44.18% (1791 students) agreed or strongly agreed they needed help with improving study skills.
38.7% (8568 students) agreed or strongly agreed they needed help with test anxiety.
38.18% (1482 students) agreed or strongly agreed that they felt comfortable taking personal concerns to their school counselor.
10.25% (418 students) agreed or strongly agreed they needed help getting along with teachers.
60% (2323 students) agreed or strongly agreed that at least one staff member in the school cared deeply about him or her and his or her success.

Other Self-Identified Needs:

40.12% (1625 students) agreed or strongly agreed they needed help with test-taking skills.
29.38% (1190 students) agreed or strongly agreed they needed help understanding test scores and their relationship to academic and career planning.
19.68% (798 students) agreed or strongly agreed they needed help developing their course schedules.
36.10% (1462 students) agreed or strongly agreed they needed help understanding their best career options.
40% (1599 students) agreed or strongly agreed they needed help planning options for after high school.
37.64% (1525 students) agreed or strongly agreed they needed help with the college application process.
34.21% (1385 students) agreed or strongly agreed they needed help understanding their learning style to improve their learning.
40.12% (1622 students) agreed or strongly agreed they needed help knowing about and applying for financial aid.
40.62 (1644 students) agreed or strongly agreed they needed help understanding educational options available after graduating.
64.20% (2489 students) agreed or strongly agreed their counselor was available to him or her to meet.
63.03% (2490 students) agreed or strongly agreed they felt comfortable taking school concerns to their school counselor.
30.09% (1165 students) agreed or strongly agreed that classes were interesting and kept them engaged in the topic.
30% (1160 students) agreed or strongly agreed they liked coming to school.
68.54% (2652 students) agreed or strongly agreed their teachers were willing to help when they had questions.
42.31% (1636 students) agreed or strongly agreed their counselor met with them at least once to plan their schedule for the school year.
45.6% (1761 students) agreed or strongly agreed the the school was involved in developing his or her education plan.
54% (2092 students) agreed or strongly agreed they were involved in at least one activity outside of class.
78.42% (3028 students) agreed or strongly agreed they understood why they needed a good education.
82.67% (3197 students) agreed or strongly agreed they planned to stay in school they graduated.
40% (1639 students) agreed or strongly agreed they had a clear career path to follow after high school graduation.

Based on student survey data, it appears that a fair number of students identified needs related to Social Emotional Learning and Well-Being. Students Response Data was not broken down by sub groups

RELATED DATA from 2022 US Census for Kanawha County WV

All families				
	Total		Percent below poverty level	
Label	Estimate	Margin of Error	Estimate	Margin of Error
Families	47,216	±2,734	12.6%	±2.7
With related children of householder under 18 years	18,252	±2,189	22.8%	±5.9
With related children of householder under 5 years	3,968	±1,238	25.5%	±18.0
With related children of householder under 5 years and 5 to 17 years	2,653	±957	19.1%	±12.8
With related children of householder 5 to 17 years	11,631	±1,735	22.7%	±8.1
RACE AND HISPANIC OR LATINO ORIGIN				
Families with a householder who is--				
White alone	41,181	±2,257	10.2%	±2.5
Black or African American alone	N	N	N	N
American Indian and Alaska Native alone	N	N	N	N
Asian alone	N	N	N	N
Native Hawaiian and Other Pacific Islander alone	N	N	N	N
Some other race alone	N	N	N	N
Two or more races	N	N	N	N
Hispanic or Latino origin (of any race)	N	N	N	N
White alone, not Hispanic or Latino	41,116	±2,261	10.2%	±2.5
Householder worked	30,122	±2,257	8.7%	±2.9
Householder worked full-time, year-round in the past 12 months	22,193	±2,039	2.4%	±1.5
Householder 65 years and over	13,762	±1,288	3.4%	±1.9
Family received --				
Supplemental Security Income (SSI) and/or cash public assistance income in the past 12 months	4,571	±1,300	23.2%	±11.6
Social security income in the past 12 months	18,261	±1,541	9.2%	±3.7
EDUCATIONAL ATTAINMENT				

OF HOUSEHOLDER				
Less than high school graduate	2,900	±957	29.7%	±16.0
High school graduate (includes equivalency)	14,886	±2,220	16.5%	±5.0
Some college, associate's degree	12,062	±2,085	15.3%	±8.6
Bachelor's degree or higher	17,368	±1,997	4.4%	±2.8
NUMBER OF RELATED CHILDREN OF THE HOUSEHOLDER UNDER 18 YEARS				
No child	28,964	±2,158	6.1%	±2.8
1 or 2 children	14,701	±2,077	18.4%	±5.6
3 or 4 children	2,948	±1,145	41.4%	±24.5
5 or more children	603	±546	37.3%	±41.4
NUMBER OF OWN CHILDREN OF THE HOUSEHOLDER UNDER 18 YEARS				
No own child of the householder	30,722	±2,133	6.8%	±2.6
1 or 2 own children of the householder	13,195	±1,901	19.2%	±6.0
3 or 4 own children of the householder	2,808	±1,153	38.5%	±25.7
5 or more own children of the householder	491	±512	45.8%	±53.4
NUMBER OF PEOPLE IN FAMILY				
2 people	27,801	±2,249	12.5%	±3.6
3 or 4 people	16,593	±1,971	11.9%	±5.7
5 or 6 people	2,166	±900	15.6%	±11.1
7 or more people	656	±567	21.8%	±28.9
NUMBER OF WORKERS IN FAMILY				
No workers	12,339	±1,827	23.4%	±7.7
1 worker	14,449	±1,864	17.5%	±6.0
2 workers	17,532	±1,733	2.9%	±1.7
3 or more workers	2,896	±763	0.0%	±6.4
INCOME DEFICIT				
Mean income deficit for families (dollars)	10,064	±2,196	(X)	(X)
TENURE				
Owner occupied	35,704	±2,513	8.1%	±3.3
Renter Occupied	11,512	±1,349	26.5%	±7.1
ALL FAMILIES WITH INCOME BELOW THE FOLLOWING POVERTY RATIOS				
50 percent of poverty level	2,289	±855	(X)	(X)

125 percent of poverty level	7,181	±1,530	(X)	(X)
150 percent of poverty level	9,348	±1,813	(X)	(X)
185 percent of poverty level	11,214	±2,058	(X)	(X)
200 percent of poverty level	12,676	±2,075	(X)	(X)
300 percent of poverty level	18,990	±2,317	(X)	(X)
400 percent of poverty level	27,058	±2,600	(X)	(X)
500 percent of poverty level	31,595	±2,535	(X)	(X)

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Kanawha County Schools now has nearly 60% of the public school student population identified as economically disadvantaged. Research has indicated students from lower socio-economic backgrounds have more obstacles to overcome than do their peers with more means and financial opportunities at home. This does not mean students lack learning opportunities and effective instruction at school, nor does it mean their parents lack care and concern for their education.

Kanawha County and the entire state of West Virginia face a dire situation due to the lack of well-paying jobs for many unskilled workers and lack opportunities for families. In addition, both Kanawha County and many West Virginia Counties face teacher and service personnel shortages, and face loss of funds to private school tuition and charter schools and a diminishing tax base. This makes providing local pay raises and additional benefits difficult and not a likely benefit in attracting teachers and other staff.

However, Kanawha County Schools will contribute to improving economic stability to many parents and residents who are interested in positions at beginning wages with benefits. Kanawha County Schools will recruit and train qualified individuals through the addition of ECCAT/Paraprofessional positions in grades 1-3 through a three year phase-in. Steering current paraprofessionals to become teachers through a variety of educational opportunities and through alternative certification programs for individuals with college degrees and a minimum 2.5 GPA. In addition, Kanawha County will continue to recruit and hire bus drivers and maintenance/custodial staff. At the same time, Kanawha County will continue to work with teachers through a variety of professional learning opportunities to ensure students from all backgrounds are receiving effective education and support services.

In addition to the lack of plentiful jobs in well-paying industries, Kanawha County also faces greater problems related to a lack of available workers, lack of a skilled and educated general population, and drug abuse. These are bigger problems than the school system can fix at the moment. Hopefully with effective instruction, intervention, and support for all students, future generations will break the poverty cycle.

To improve reading and math instruction, all students in grades K-5 will be screened for intense reading and math deficiencies, including Dyslexia and Dyscalculia. Research-based reading and math processes are currently being implemented district-wide and professional learning for all teachers and support staff will be in place prior to the beginning of the 2023-2024 school year.

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Progress data or Scorecard Ratings in these sections of the GPS data tables.

2030 Annual English Language Arts (ELA) Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
47.40	49.42	51.45	51.45	53.47	55.49	57.52	59.54	61.56	63.58	65.61	67.63	69.65	71.68	73.70

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	--	40.19	42.56		41.83
Status					
Economically Disadvantaged	--	28.47	30.38		31.26
English Learners	--	37.18	21.43		11.70
Foster Care	--	23.19	29.75		24.08
Homeless	--	21.67	30.67		26.23
Military Connected	--	73.68	70.59		52.94
Students with Disabilities	--	10.82	11.10		11.06
Race					
American Indian or Alaska Native	--	50.00	25.00		28.26
Asian	--	73.81	73.38		70.21
Black or African American	--	21.70	22.61		26.27
Hispanic or Latino Native	--	31.53	41.38		36.45
Multi-Racial	--	29.35	31.94		36.93
Native Hawaiian or Other Pacific Islander	--	60.00	57.14		45.28
White	--	42.65	45.16		42.67

Gender

Female	--	44.19	46.06		46.48
Male	--	36.22	39.16		37.43

ELA Academic Progress

Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students		% of Students
All	46.17		46.05
Status			
Economically Disadvantaged	41.75		41.93
English Learners	43.48		37.91
Foster Care	45.30		39.97
Homeless	42.31		41.82
Students with Disabilities	32.66		33.10
Race			
American Indian or Alaska Native	60.00		26.79
Asian	73.33		67.70
Black or African American	34.58		37.93
Hispanic or Latino Native	38.67		45.70
Multi-Racial	43.05		44.54
Native Hawaiian or Other Pacific Islander	50.00		39.13
White	47.44		46.34
Gender			
Female	--		--
Male	--		--

Reading Lexile Distribution - District (2021-22)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. WVGSA Comparison of ELA Results 2020-2021, 2021-2022, and 2022-2023 WVGSA

Proficiency Comparison

English Language Arts Grades 3-8 (Source WVDE GPS and ZOOM)

<u>Total</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023 (Preliminary)</u>
Overall KCS	38%	42.56	41%
Grade 3	31%	35%	35%
Grade 4	34%	42%	42%
Grade 5	39%	38%	41%
Grade 6	39%	44%	44%
Grade 7	39%	43%	40%
Grade 8	44%	41%	42%
State-Wide	Nat Available	41.83%	Not available

-SWD scored the lowest in Kanawha County Schools with 32.66% proficient in grades 3-8.
 -This was followed by economically disadvantaged students in grades 3-8.

Based on race and ethnicity, Black/African American students scored least proficient, followed by Latino students.
 Scores for both subgroups were significantly lower at the county district level than at the overall state level

2. Grades 3 - 8 ELA/Reading IMAs

January 2023 (Most Recent IMAs) (Source: WV Tide)

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 14.6 K (Date Last Taken: 01/11/2023)

Percent	Count	
36%	5.2K	Below Mastery
47%	6.8K	Mastery
17%	2.5K	Above Mastery

3. CIA Benchmarks (Source WV Tide)

January 2023 to February 2023 Comparison

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 16.6K

Date Last Taken: February 2, 2023 (*See explanations below.)

Percent	Count		
44%	7.3K	Did not meet standards	Decrease of 2% since January 2023, 13% more <u>did not</u> meet standards in Feb. 2023 than on May 2022 GSA.
29%	4.8K	Partially Met Standards	No percentage change since January 2023; 1% increase in the percentage of students partially meeting standards than on the May 2022 GSA.
19%	3.2K	Met Standards	Increase of 1% since January 2023; 6% decrease in the number of students who met standards compared to the May 2022 GSA.
8%	1.4K	Exceeded Standards	Increase of 1% since January 2023; 8% decrease in students exceeding standards on the Feb CIA Benchmark compared to the May 2022 GSA

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 11.4K

Date: January 11, 2023

Percent	Count		
46%	5.2K	Did not meet standards	Increase of 15% since May 2022 GSA
29%	3.3K	Partially met standards	Increase of 1% since May 2022 GSA
18%	2K	Met Standards	Decrease of 7% since May 2022 GSA
7%	813	Exceeded Standards	Decrease of 8% since May 2022 GSA

4. DIBELS Comparison

1.) Kindergarten 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY **781 kindergarten students scored Well Below Benchmark**

2022-2023 EOY **By the EOY, of the 781 students who started the year well below benchmark:**

Well Below Benchmark	31% (n=242) remained well below benchmark.
Below Benchmark	19% (n=148) improved to Below Benchmark
At Benchmark	38% (n=297) reached the kindergarten benchmark scores
Above Benchmark	12% (n=94) scored above the kindergarten benchmark scores

2022-2023 BOY **308 Students scored Below Benchmark**

2022-2023 EOY **By the EOY, of the 308 students who started the year below benchmark:**

Well Below Benchmark	7% (n=21) fell to well below benchmark.
Below Benchmark	9% (n=28) remained at below benchmark
At Benchmark	47% (n=145) reached the kindergarten benchmark scores
Above Benchmark	37% (n=114) scored above the kindergarten benchmark scores

2022-2023 BOY **202 Students scored at the Kindergarten Benchmark**
2022-2023 EOY **By the EOY, of the 202 students who started the year at benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark.
Below Benchmark 5% (n=10) fell to below benchmark
At Benchmark 45% (n=91) remained at the kindergarten benchmark
Above Benchmark 50% (n=101) scored above the kindergarten benchmark scores

2022-2023 BOY **152 Students scored above the Kindergarten Benchmark**
2022-2023 EOY **By the EOY, of the 152 students who started the year at benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark.
Below Benchmark 1% (n=1) fell to below benchmark
At Benchmark 16% (n=24) scored at the kindergarten benchmark
Above Benchmark 83% (n=127) remained above the kindergarten benchmark scores

2.) First Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)
2022-2023 BOY **599 First Grade students scored Well Below Benchmark**
2022-2023 EOY **By the EOY, of the 599 students who started the year well below benchmark:**
Well Below Benchmark 10% (n=354) remained well below benchmark
Below Benchmark 24% (n=143) improved to below benchmark
At Benchmark 15% (n=90) reached the 1st grade benchmark scores
Above Benchmark 2% (n=12) scored above the 1st grade benchmark scores

2022-2023 BOY **325 First Grade students scored Below Benchmark**
2022-2023 EOY **By the EOY, of the 325 students who started the year below benchmark:**
Well Below Benchmark 10% (n=32) fell to Well Below Benchmark
Below Benchmark 25% (n=82) remained below benchmark
At Benchmark 56% (n=182) reached the 1st grade benchmark scores
Above Benchmark 9% (n=29) scored above the 1st grade benchmark scores

2022-2023 BOY **431 First Grade students scored at grade level Benchmark**
2022-2023 EOY **By the EOY, of the 431 students who started the year at benchmark:**
Well Below Benchmark 2% (n=9) fell to Well Below Benchmark
Below Benchmark 5% (n=21) fell to below benchmark
At Benchmark 52% (n=216) remained at 1st grade benchmark
Above Benchmark 41% (n=177) increased above the 1st grade benchmark

2022-2023 BOY **222 First Grade students scored above grade level Benchmark**
2022-2023 EOY **By the EOY, of the 222 students who started the year at benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 0% (n=0) fell to below benchmark
At Benchmark 6% (n=13) fell to 1st grade benchmark
Above Benchmark 94% (n=209) remained above the 1st grade benchmark

3.) Second Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)
2022-2023 BOY **561 Second Grade students scored Well Below Benchmark**
2022-2023 EOY **By the EOY, of the 561 students who started the year well below benchmark:**
Well Below Benchmark 67% (n=376) remained well below benchmark
Below Benchmark 20% (n=112) improved to below benchmark
At Benchmark 11% (n=62) reached the 2nd grade benchmark scores
Above Benchmark 2% (n=11) scored above the 2nd grade benchmark scores

2022-2023 BOY **221 Second Grade students scored Below Benchmark**
2022-2023 EOY **By the EOY, of the 221 students who started the year below benchmark:**
Well Below Benchmark 5% (n=11) fell to Well Below Benchmark
Below Benchmark 37% (n=82) remained below benchmark
At Benchmark 47% (n=104) reached the 2nd grade benchmark score
Above Benchmark 11% (n=22) scored above the 2nd grade benchmark scores

2022-2023 BOY **369 Second Grade students scored at grade level benchmark**
2022-2023 EOY **By the EOY, of the 431 students who started the year at benchmark:**
Well Below Benchmark 1% (n=4) fell to Well Below Benchmark
Below Benchmark 7% (n=26) fell to below benchmark
At Benchmark 56% (n=207) remained at 2nd grade benchmark
Above Benchmark 36% (n=133) increased above the 2nd grade benchmark

2022-2023 BOY **282 Second Grade students scored above grade level benchmark**
2022-2023 EOY **By the EOY, of the 222 students who started the year at benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 0% (n=0) fell to below benchmark
At Benchmark 16% (n=45) fell to 2nd grade benchmark
Above Benchmark 84% (n=237) remained above the 2nd grade benchmark score

4.) Third Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)
2022-2023 BOY **545 Third Grade students scored Well Below Benchmark**
2022-2023 EOY **By the EOY, of the 545 students who started the year well below benchmark:**
Well Below Benchmark 87% (n=474) remained well below benchmark
Below Benchmark 10% (n=55) improved to below benchmark
At Benchmark 3% (n=16) reached the 3rd grade benchmark scores
Above Benchmark 0% (n=0) scored above the 3rd grade benchmark score

2022-2023 BOY **239 Third Grade students scored Below Benchmark**
2022-2023 EOY **By the EOY, of the 239 students who started the year below benchmark:**
Well Below Benchmark 28% (n=67) fell to Well Below Benchmark
Below Benchmark 41% (n=98) remained below benchmark
At Benchmark 18% (n=43) reached the 3rd grade benchmark score
Above Benchmark 13% (n=31) scored above the 3rd grade benchmark scores

2022-2023 BOY **309 3rd Grade students scored at grade level benchmark**
2022-2023 EOY **By the EOY, of the 309 students who started the year at benchmark:**
Well Below Benchmark 3% (n=9) fell to Well Below Benchmark
Below Benchmark 14% (n=43) fell to below benchmark
At Benchmark 46% (n=143) remained at 3rd grade benchmark
Above Benchmark 37% (n=114) increased to above the 3rd grade benchmark

2022-2023 BOY **282 Third Grade students scored above grade level benchmark**
2022-2023 EOY **By the EOY, of the 282 students who started the above benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 4% (n=11) fell to below benchmark
At Benchmark 11% (n=31) fell to 3rd grade benchmark
Above Benchmark 87% (n=240) remained above the 3rd grade benchmark score

5.) Overall Kanawha County Schools Grades K-3
2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY **2,486 students in grades K-3 scored Well Below Benchmark**
2022-2023 EOY **By the EOY, of the 2486 students who started the year well below benchmark:**
Well Below Benchmark 58% (n=1441) remained well below benchmark
Below Benchmark 19% (n=472) improved to below benchmark
At Benchmark 18% (n=448) reached the grade-level benchmark scores
Above Benchmark 5% (n=125) scored above the grade-level benchmark score

2022-2023 BOY **1093 students in grades K-3 scored Below Benchmark**
2022-2023 EOY **By the EOY, of the 1093 students in grades K-3 who started the year below benchmark:**
Well Below Benchmark 12% (n=131) fell to Well Below Benchmark
Below Benchmark 26% (n=284) remained below benchmark
At Benchmark 44% (n=481) reached the grade-level benchmark score
Above Benchmark 18% (n=197) scored above the grade-level benchmark scores

2022-2023 BOY **1311 students in grades K-3 scored at grade level benchmark**
2022-2023 EOY **By the EOY, of the 1,311 students in grades K-3 who started the year at grade-level benchmark:**
Well Below Benchmark 1% (n=13) fell to Well Below Benchmark
Below Benchmark 8% (n=104) fell to below benchmark
At Benchmark 51% (n=669) remained at grade-level benchmark
Above Benchmark 40% (n=525) increased to above the grade-level benchmark

2022-2023 BOY **938 students in grades K-3 scored above grade level benchmark**
2022-2023 EOY **By the EOY, of the 938 students in grades K-3 who started the year above benchmark:**
Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 1% (n=9) fell to below benchmark
At Benchmark 12% (n=113) fell to grade-level benchmark
Above Benchmark 87% (n=816) remained above the grade-level benchmark score

5. Professional Learning: 182 course locations were identified throughout the 2022-2023 year. Each Course had an average of 10 sections per course = 1820 Professional Learning Opportunities conducted in FY 2022. Professional Learning took place in school PLCS and at the district level on a variety of instructional topics.

6. Support to Increase Student Achievement – CSI Schools and Target Schools

7. Current CSI Schools have been identified and will continue to receive support throughout the 2023-2024 school year.

CSI Schools are:
Sharon Dawes Elementary School (Grades PK-5)
West Side Middle School (Grades 6-8)

Three (ATS) High Priority Target Schools will continue to receive support throughout the 2023-2024 School Year:
East Bank Middle School Grades 6-8
George Weimer Elementary Grades PreK-5 (closing at the end of the 2024 school year)
Dunbar Intermediate Center Grades 3-5

ATS Schools with one or more subgroups below mastery for one or two years:

20 Elementary Schools
 6 Middle Schools
 4 High Schools

II. Students with Disabilities

Latest data available:

The Spring 22 GSA identified achievement for SWD as follows:
 (Source Zoom WV)

*Autism (AU)	11.36 %	Proficient in ELA
*Emotional Behavioral Disorder (EBD)	14%	Proficient in ELA
*Hearing Impaired (HI)	19%	Proficient in ELA
*Intellectual Disability (ID) Mild	0%	Proficient in ELA (those not completing the Alternate Assessment)
*Other Health Impaired (OHI)	9%	Proficient in ELA
*Specific Learning Disability (SLD)	4%	Proficient in ELA
Speech Language Impairment	30%	Proficient in ELA

Clearly, there is work to be done in order to move SWD to higher proficiency on the GSA (regular diploma).

K-12 SWD Alternate Assessment

State Alternate Assessment – READING

(Source: Zoom WV - latest available)

Grade	Percent Tested	Proficient	Advanced	Approaching Target	At Target	Emerging
3	100%	19.90%	*	11.52%	19.37%	68.59%
4	100%	11.63%	*	26.16%	10.47%	62.21%
5	100%	32.38%	*	18.10%	28.5%	49.52%
6	100%	14.72%	5.58	35.03%	9.14 %	50.25%
7	100%	27.93%	*	30.63%	26.58%	41.43%
8	100%	18.14%	*	35.44%	18.14%	46.41%
11	100%	32.06%	*	42.11%	29.67%	25.84%

State Alternate Assessment Results by Subgroup – READING

(Source: Zoom WV)

Subgroup	Percent Tested	Proficient	Advanced	Approaching Target	At Target	Emerging
Asian	*	*	*	*	*	*
Black or African Am	100%	23.61	*	30.56%	18.06%	45.83%
Hispanic/Latino	100%	*	*	*	*	59.26%
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Multi-Racial	100%	22.22%	*	35.19%	20.37%	42.59%
White	100%	22.94%	1.89%	28.75%	21.05%	48.31%

Male	100%	21.79%	2.00%	29.26%	19.79%	48.95%
Female	100%	24.59%	2.25%	27.87%	23.34%	47.54%
Total	100%	22.74%	2.09%	28.79%	20.65%	48.47%
English Learner	100%	*	*	*	*	*
Homeless	100%	31.58%	*	31.58%	26.32%	36.84%
Foster	100%	31.91%	*	34.04%	27.66%	34.04%

100% of students identified to complete the Alternative Assessment did complete it.
The majority of students completing the Alternate Assessment are at the Emerging Level in all sub groups assessed.

III. HIGH SCHOOL English Language ARTS

Based on Spring 2022 SAT data for sub groups:
40% of economically disadvantaged 11th graders in Kanawha County Schools were proficient readers
33.33% of English Learners were proficient
40% of students in foster care, approximately
41% of homeless students
8.19% of SWD were proficient.

Sub Group Data - Spring 2022 SAT

Economically Disadvantaged 39.98% Proficient
English Learners 33.33% Proficient
Foster 40.00% Proficient
Homeless. 40.94% Proficient
SWD 8.19% Proficient

2022 SAT

The overall total of 11th grade students in Kanawha County proficient in Reading, based on the 2021-2022 SAT exam, was 53.7%

2022 Gr 9-11 Alternate Assessment DLM

41% at Target

HIGH SCHOOL - SAT (11th Grade) Spring 2022

Fall 2022 PSAT NMSQT 11TH GRADE

n = 1,109 TEST TAKERS

Kanawha County: 21% met both benchmarks (ERW and Math) State: 23%

Kanawha County: 55% met ERW benchmark State: 56%

Kanawha County: 23% met Math Benchmark State: 24%

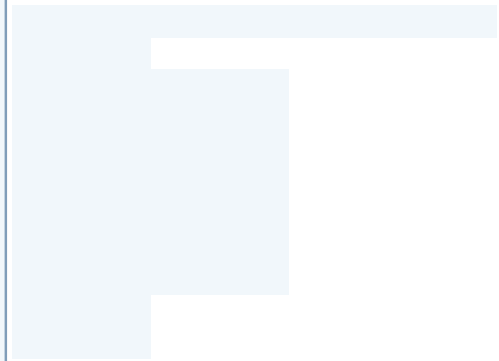
Kanawha County: 43% met neither benchmark, (ERW or Math) State 43%

Other Data

All 9th-12th high school students completed the recent SAVVAS Beginning of the Year (BOY) Benchmark Assessment They will complete the MOY and EOY SAVVAS benchmark exams, as well.

Kanawha County had the following percentage of students achieving mastery by grade level on the SAVVAS BOY Benchmark exam(*Riverside High School's 9th Grade was the only school grade level not completing the benchmark exam.)

9th Grade - 48% Mastery
10th Grade - 45% Mastery
11th Grade 48% Mastery
12th Grade - 43% Mastery



ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results

An introduction to Foundational Reading instruction and intervention (TIERS I, II, & *III) is currently underway at the week-long Beginning Teacher Academy (or makeup sessions) for all teachers new to Kanawha County.

An intense review session is conducted for teachers who have changed school level or grade levels/content positions prior to the beginning of school and during the first monitoring meeting. Beginning teachers are included in all monitoring sessions and professional development at the school and district levels

Follow-up support takes place throughout the school year with Professional Learning sessions conducted by ELA/Reading Curriculum Specialists.

All teachers receive consistent professional development in Reading.
Kanawha County recently piloted the LETRS process at several elementary schools and with a group of elementary principals and district level administrators. The science of reading through LETRS and other research based strategies will continue in place to help KCS reach the goals of the Third Grade Success Act.

KCS will be using the DIBELS Dyslexia Screener to identify additional deficiencies in Reading. Elementary and special education teachers will be trained in administering the screeners, implementing interventions, on using the identified screening instruments to ascertain accurate results, and on supporting students with effective instructional strategies. We will do the initial screener training for reading and mathematics in August 2023. Any elementary teachers who may be hired through our alternative certification program and all special education teachers, including those hired through alternative certification for multi-categorical (ID, EBD, and SLD), *PreK-K Special Needs, and teachers of students with *Severe Disabilities will be included in all training for Beginning Teachers and district-wide training sessions on screening, instruction, and intervention.,
Professional Learning in Reading will cover Phonemic Awareness and Explicit Systematic Phonics Instruction, Fluency, Comprehension, and Vocabulary. Our curriculum includes The Science of Reading, SAVVAS for Core Instruction, Heggerty Phonemic Awareness for grades K-1, Literacy Footprints for Guided Reading, and DIBELS Instructional Activities (Tier III). Statistically, Tier I instruction using the CORE reading components identified works for 80% of the students. Tier II Includes Literacy Footprints from the Intervention Kit and using Tier II instruction provides adequate support for an additional 15% of the students. Tier III includes DIBELS Instructional Activities, as determined by DIBELS Benchmark and progress monitoring. This is for the remaining 5% of the student population. New teachers, including any teachers who may be hired through alternative certification for the elementary endorsement, will be provided with training on the above components during the Beginning Teacher Academy and additional sessions throughout the school year and through classroom support provided by BTACS.A timeline for training and implementation is in place for summer 2023.

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Success in early reading is essential to predict success throughout one's school career and life.

1. Reviewing DIBELS results from BOY (Fall 2022) to EOY (Spring 2023), it is evident that additional assessment to identify specific individual deficiencies in reading and more aligned intervention are needed to reach the goals of the Third Grade Success Act. FY 2024 Fourth graders will need intense additional intervention to catch up as a result of inconsistent in-school instruction in kindergarten and first grade as a result of Covid-19.

5828 students in grades K-3 completed the 2023 EOY Benchmark Assessment

2319 scored below or well below grade level benchmark
> 39% of K-3 students did not score at grade level benchmark.

3,730 scored at or above their grade level benchmark.
> 61% of K-3 students did score at grade level benchmark.

Although over 60% of K-3 students in Kanawha County Schools did score at or above the grade level benchmark, approximately 40% of the K-3 student population is NOT reading at grade level according to the EOY DIBELS assessment.

2. Root causes include the following:

-Current third graders were out of school as kindergarten students for the last nine weeks of 2020 and the first nine weeks of the first grade due to Covid-19.
-When returning to school in the first grade, it was sporadic for much of the year with some in-person and some online instruction.

-Current second graders began school on a delayed schedule in fall 2020 and in-person instruction was sporadic for much of the year with some in-person and some online instruction.

-Additional support in phonemic awareness is needed for some students.

-A new reading program began at the start of the 2021 school year. Although teachers were trained to teach the new program, there were problems with the online assessment and program materials were late being shipped to Kanawha Co. Schools.

-Covid 19 intermittent school closures absences of both teachers and staff continued through the first semester and into the second semester of the 2021-2022 school year.

-The number of economically-disadvantaged students has grown to approximately 60% in Kanawha County Schools (see demographics).

-The number of long-term Policy 5202 substitutes in classrooms has increased rapidly with a shortage of certified teachers.

Needs: Researched Based Reading Practices based on the Science of Reading and an emphasis on Phonemic Awareness at Grades K-1

KCS will be using the DIBELS Dyslexia Screener to identify additional deficiencies in Reading.

Elementary and special education teachers will be trained in administering the screeners, implementing interventions, on using the identified screening instruments to ascertain accurate results, and on supporting students with effective instructional strategies. We will do the initial screener training for reading and mathematics in August 2023. Any elementary teachers who may be hired through our alternative certification program and all special education teachers, including those hired through alternative certification for multi-categorical (ID, EBD, and SLD), *PreK-K Special Needs, and teachers of students with *Severe Disabilities will be included in all training for Beginning Teachers and district-wide training sessions on screening, instruction, and intervention.

Professional Learning in Reading will cover Phonemic Awareness and Explicit Systematic Phonics Instruction, Fluency, Comprehension, and Vocabulary. Our curriculum includes The Science of Reading, SAVVAS for Core Instruction, **Heggerty Phonemic Awareness for grades K-1**, Literacy Footprints for Guided Reading, and DIBELS Instructional Activities (Tier III). Statistically, Tier I instruction using the CORE reading components identified works for 80% of the students. Tier II includes Literacy Footprints from the Intervention Kit and using Tier II instruction provides adequate support for an additional 15% of the students. Tier III includes DIBELS Instructional Activities, as determined by DIBELS Benchmark and progress monitoring. This is for the remaining 5% of the student population. New teachers, including any teachers who may be hired through alternative certification for the elementary endorsement, will be provided with training on the above components during the Beginning Teacher Academy and additional sessions throughout the school year and through classroom support provided by BTACS.

The timeline and process for training related to HB3035 is in place throughout summer 2023.

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
37.06	39.48	41.90	41.90	44.32	46.74	49.16	51.58	54.01	56.43	58.85	61.27	63.69	66.11	68.53

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	--	29.72	33.72		32.69
Status					
Economically Disadvantaged	--	19.00	23.10		22.95
English Learners	--	42.31	30.95		15.82
Foster Care	--	14.49	19.83		17.01
Homeless	--	13.89	19.06		18.52
Military Connected	--	68.42	41.18		50.27
Students with Disabilities	--	8.05	10.73		10.11
Race					
American Indian or Alaska Native	--	42.86	25.00		22.83
Asian	--	72.22	73.38		67.72
Black or African American	--	14.51	15.89		16.66
Hispanic or Latino Native	--	26.13	38.26		25.76
Multi-Racial	--	20.07	25.75		26.94
Native Hawaiian or Other Pacific Islander	--	60.00	57.14		35.85
White	--	31.53	35.66		33.58

Gender					
Female	--	27.76	31.12		31.40
Male	--	31.67	36.24		33.92

Math Academic Progress

Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students		% of Students
All	41.65		44.43
Status			
Economically Disadvantaged	35.90		39.18
English Learners	43.48		35.58
Foster Care	32.89		40.41
Homeless	41.33		38.25
Students with Disabilities	27.85		31.65
Race			
American Indian or Alaska Native	40.00		42.11
Asian	70.67		72.01
Black or African American	30.54		35.26
Hispanic or Latino Native	43.24		40.82
Multi-Racial	40.22		41.35
Native Hawaiian or Other Pacific Islander	66.67		41.67
White	42.59		44.86
Gender			
Female	--		--
Male	--		--

Mathematics Performance Distribution - District (2021-22)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. SPRING 2023 SUMMATIVE MATHEMATICS (Source WV TIDE and WVGPS)

Grades Tested: 3, 4, 5, 6, 7, 8
 Tests Taken: 9.6K
 Date Last Taken: 05/25/2023

KCS Spring 2023	Percent	Count
Well Below Proficiency	34%	3.3K
Below Proficiency	30%	2.8K
At Benchmark	18%	1.7K
Above Benchmark	18%	1.7K

Average State Proficiency
 Unavailable

Average Kanawha County Proficiency
 36%

Comparison to Spring 2022 (WVTIDE)

KCS Spring 2022	Percent	Count
Well Below Proficiency	36%	3.4K
Below Proficiency	30%	2.9K
At Benchmark	18%	1.8K
Above Benchmark	16%	1.5K

State Average Proficiency
 32.69%

Average Kanawha County Proficiency
 33.72%

Overall Comparison 2022 to 2023:

- 1.) The overall percentage of students well below benchmark dropped by 2% in 2023, with 34% well below benchmark as opposed to 36% well below benchmark in 2022.
- 2.) The overall percentage of students above benchmark increased by 2% in 2023, with 18% scoring above benchmark as opposed to only 16% above benchmark in 2022.

2023 By Grade Level Benchmark Status

Summative Grade 3 MATH	Summative	Grade 3	Spring 2023	Student Count	Avg Score	Count	Percent	Student	Last Test Date
				1456	419 ± 1	Well Below Benchmark	28%	403	05/19/2023
						Below Benchmark	27%	399	
						At Benchmark	23%	335	
						Above Benchmark	22%	319	

Summative Grade 4 MATH	Summative	Grade 4	Spring 2023	Student Count	Avg Score	2023 Student Count	Percent	Last Test Date
				1629	449 ± 1	Well Below Benchmark	21%	05/18/2023
						350		
						Below Benchmark	33%	
						535		
						At Benchmark	22%	
						355		
						Above Benchmark	24%	
						389		

Summative Grade 5 MATH	Summative	Grade 5	Spring 2023	Student Count	Avg Score	2023 Well Below Benchmark	Percent	Student Count	Last Date Tested
				1644	468 ± 1	Well Below Benchmark	32%	520	05/17/2023
						Below Benchmark	33%	536	
						At Benchmark	18%	297	
						Above Benchmark	18%	291	

Summative Grade 6 Math	Summative	Grade 6	Spring 203	Student Count	Avg Score	2023 Student Count	Percent	Last Date Tested
				1557	485 ± 1	Well Below Benchmark	41%	05/24/2023
						639		
						Below Benchmark	29%	
						447		
						At Benchmark	17%	
						266		
						Above Benchmark	13%	
						205		

Summative Grade 7 MATH	Summative	Grade 7	Spring 2023	Student Count	Avg Score	2023 Student Count	Percent
				1589	511 ± 2		

Well Below Benchmark	42%
661	
Below Benchmark	28%
437	
At Benchmark	17%
273	
Above Benchmark	14%
218	

Summative	Summative	Grade 8.	Spring 2023.	Student Count	Avg Score	2023	Percent.	Student Count	05/25/2023
Grade 8 MATH				1711	541 ± 2	Well Below Benchmark	43%	731	
						Below Benchmark	28%	483	
						At Benchmark	12%	204	
						Above Benchmark	17%	293	

2. SAVVAS MATH Assessments

Based on SAVVAS Realize Reports, 49,691 student logins were recorded in SAVVAS Success Maker during the last three months of school. This included multiple logins by individual students.

Based on completions at the middle and high school levels, 3,846 students completed SAVVAS Success Maker during the last three months of school with 2,392 students scored at 80% and above, 380 scored between 65% and 79.9%, and 1074 scored below 64.9%.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Overall, math scores for students in grades 3-8 improved slightly with 2% less students in grades 3-8 scoring well-below benchmark and 2% more students scoring above benchmark in 2023.</p> <ol style="list-style-type: none"> Continued search and recruitment of qualified math teachers will continue throughout the 2023-2024 school year. Emphasis is placed on recruiting individuals with high math ability through the BEST (Beginning Educator Support and Training) alternative certification program in Kanawha County Schools and through other alternative certification means. Continue to offer Praxis Prep sessions for currently certified teachers likely to pass the Math Praxis Content exam and add the 7-12 math endorsement to their teacher certification. K-12 Teachers continue to participate in Math User Groups and the Carnegie Summer Math Academies. Continue to emphasize the importance of number talks in grades K-8 to build math competency and focus on habits of mind, as well. Continue to fund a K-12 Mathematics Specialist through Title II Funds in order to provide continued support to all math teachers through classroom modeling, assistance with planning, and professional learning sessions. Provide additional support to beginning math teachers with support provided by a math certified beginning teacher academic coach. Analyze formative and summative data to prepare relevant instruction and intervention at monthly monitoring meetings in the elementary and middle school grades. 	<ol style="list-style-type: none"> Continue with the practices described. Continue to plan to address Dyscalculia by implementing the iReady screener to identify and address areas of serious math deficiency and plan appropriate intervention for students. Address student deficiencies in SAT meetings to collectively plan appropriate and effective intervention.

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Root Cause and Identified Needs:

Middle School Grades 6-8 have the greatest % of students well-below benchmark and the lowest % of students at or above benchmark.

1. Addressing the possibility of Dyscalculia at earlier grades will help teachers identify the need for more intense interventions and individualized instruction in math.

Overall, math scores for students in grades 3-8 improved slightly with 2% less students in grades 3-8 scoring well-below benchmark and 2% more students scoring above benchmark in 2023.

-The overall percentage of students well below benchmark dropped by 2% in 2023, with 34% well below benchmark as opposed to 36% well below benchmark in 2022.

-The overall percentage of students above benchmark increased by 2% in 2023, with 18% scoring above benchmark as opposed to only 16% above benchmark in 2022.

2. Continue to identify and recruit qualified math teachers and individuals with the potential to become math teachers through alternative certification programs or "Grow Your Own" programs.

3. Continue to effectively implement all practices and strategies identified above in this document.

English Language Proficiency Assessment Results (ELPA)

	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	44.12	40.35	48.45	39.49

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	20	26	14	348
Level 2	18	13	24	346
Level 3	31	36	27	596
Level 4	22	16	19	207
Level 5	26	18	12	166

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	15	24	13	382
Level 2	18	14	21	335
Level 3	45	47	48	672
Level 4	23	12	6	162
Level 5	16	12	8	112

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	18	20	15	254
Level 2	14	10	15	274
Level 3	25	29	28	507
Level 4	25	22	21	299
Level 5	35	28	17	329

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
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Level 1	9	9	2	131
Level 2	9	12	5	125
Level 3	31	26	37	524
Level 4	26	25	30	470
Level 5	43	37	22	413

☰ ☐ Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Seven Fully-certified EL teachers in Kanawha County Schools use both, the pull-out model and push-in model to deliver instruction.</p> <p>Based on proficiency level, students receive instructional support services 1-3 days per week. Proficient students continue to be monitored for 18 months to two years.</p> <p>Certified EL teachers use a variety of materials to support general education curriculum and provide opportunities and experiences to enrich vocabulary. In addition, instructional activities build English Vocabulary and translation from the first language to English.</p> <p>EL students who have also been diagnosed with a disability receive all services, including EL Services and support, identified in the IEP.</p> <p>An EL Extended Year Program is being held in July 2023 for EL students in grades K-8. The program focus will be on vocabulary and English Language Structure. This program was held through 2019 but was interrupted by COVID and is returning in July 2023.</p>	<p>English Proficiency levels have recently changed at the state level as follows:</p> <p>1 = not proficient; receive services three days per week.</p> <p>2 = partially proficient; receive services 1-2 days per week</p> <p>3= proficient; continue to be closely monitored for academic success.</p> <p>All practices identified in the box on the left will remain in place throughout the 2023-2024 school year.</p>

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Based on the following data, Kanawha County will continue to fund 6.5 full-time EL Teachers, with one .5 EL instructional coach funded through Title III funds. The EL Instructional Coach will continue to provide professional learning opportunities and support to the other six EL teachers and to classroom teachers providing instruction to EL students.

Both, the Pull-Out and Push-in Models of instructional support will remain in place with students in grades K-12.

A three week EL Summer program is taking place for EL students in grades K-8, with the purpose of increasing English vocabulary to support both academic and social English.

The program is funded through state Title III funds.

Three of the four summer teachers are EL Certified and one is a certified special educator. The special educator is supporting an EL student who is in a self contained classroom during the school year, but is fully included in the summer program.

One principal is over the program. The principal has, and currently serves, EL students in her school.

The KCS Office of Child Nutrition is providing both breakfast and lunch to all students in the program.

1.) 2022-2023 ELPA21 Screener English Proficiency

Grades Tested: KG, 00, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Tests Taken: 64

Date Last Taken: 05/02/2023

Students *new to Kanawha County Schools who are identified as speaking another language as their first language or home language on the enrollment card are screened within 20 days by a certified EL Teacher. (*unless screened in another WV County)

In 2022-2023 64 new students, K-12, were screened for English proficiency.

Of the 64 students screened, 57 new students qualified for EL services in 2022-2023.

	Percent.	Count	
Minimal English Proficiency when enrolling in Kanawha County	36%	23	Qualifies for EL Services
Partial English Proficiency when enrolling Kanawha County Schools	53%	34	Qualifies for EL Services
Proficient in English when enrolling in Kanawha County Schools.	11 %	7	Does not qualify for Direct EL Services but may be monitored

Students are screened when they enroll.

Those enrolling at or near the beginning of the instructional year may see more growth on the ELPA 21 Summative than students who enroll later.

ELPA21 Summative English Proficiency

Grades Tested: KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Tests Taken: *139. (Reasons for non test participation were identified following testing.)

Students who were screened after March are not included in the ELPA Summative exam.

Date Last Taken: 03/08/2023

	Percent	Count
Minimal English Proficiency	11%	15
Partially Proficient	77%	107
Proficient in English	12%	17 Exited Services but will continue to be monitored

Comparison from one school year to the next is difficult because many students leave the district and others enroll.

LEA Strategic Plan - High School Graduation and Student Success Data

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

On Track

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	80.11	72.19	74.88		76.86
Status					
Economically Disadvantaged	70.04	57.28	62.99		64.95
English Learners	88.89	50.00	66.66		66.66
Foster Care	47.50	40.63	20.00		42.94
Homeless	45.00	37.50	22.22		61.64
Military Connected	--	--	--		92.85
Students with Disabilities	67.39	61.06	61.25		65.03
Race					
American Indian or Alaska Native	100.00	50.00	--		57.14
Asian	86.36	95.31	76.92		81.35
Black or African American	71.13	59.94	69.91		71.16
Hispanic or Latino Native	70.00	58.33	60.00		68.63
Multi-Racial	73.00	53.06	79.16		68.80
Native Hawaiian or Other Pacific Islander	--	--	100.00		100.00
White	81.41	74.16	75.45		77.53
Gender					
Female	83.63	75.22	77.46		80.73
Male	76.26	69.31	72.25		73.13

10th Graders with Twelve Earned Credits

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	87.37	79.61	89.44	88.56
Status				
Economically Disadvantaged	78.43	67.15	82.78	80.63

English Learners	100.00	66.66	83.33	88.46
Foster Care	55.00	56.25	60.00	64.10
Homeless	60.00	50.00	44.44	77.53
Military Connected	--	--	--	92.85
Students with Disabilities	76.81	69.84	82.19	82.47
Race				
American Indian or Alaska Native	100.00	100.00	--	64.28
Asian	95.45	96.87	100.00	95.76
Black or African American	79.76	66.47	87.80	85.16
Hispanic or Latino Native	70.00	66.66	75.00	83.85
Multi-Racial	78.00	63.26	89.58	82.23
Native Hawaiian or Other Pacific Islander	--	--	100.00	100.00
White	88.63	81.69	89.62	88.99
Gender				
Female	89.44	81.73	90.14	90.60
Male	85.12	77.60	88.71	86.61

10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	County (2019-20)	County (2020-2021)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	72.83	64.76	75.56	77.63
Status				
Economically Disadvantaged	61.64	47.39	63.85	66.03
English Learners	77.77	33.33	66.66	66.66
Foster Care	40.00	25.00	20.00	42.94
Homeless	30.00	25.00	22.22	62.19
Military Connected	--	--	--	92.85
Students with Disabilities	57.97	52.26	63.35	66.79
Race				
American Indian or Alaska Native	100.00	0.00	--	57.14
Asian	77.27	93.75	76.92	81.35
Black or African American	62.50	53.40	69.91	72.00
Hispanic or Latino Native	70.00	50.00	60.00	69.25
Multi-Racial	68.00	42.85	79.16	70.45
Native Hawaiian or Other Pacific Islander	--	--	100.00	100.00
White	74.19	66.61	76.26	78.28
Gender				
Female	77.81	68.71	77.91	81.49
Male	67.39	61.01	73.17	73.91

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
86.34	87.01	87.67	88.34	89.00	89.67	90.34	91.00	91.67	92.34	93.00	93.67	94.33	95.00

Graduation 4-Year Cohort

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	87.51	86.34	88.09		91.17
Status					
Economically Disadvantaged	80.10	--	81.45		85.32
English Learners	100.00	91.67	87.50		80.56
Foster Care	--	51.85	--		--
Homeless	--	60.00	--		--
Military Connected	--	100.00	--		--
Students with Disabilities	74.53	72.95	81.10		83.06
Race					
American Indian or Alaska Native	100.00	100.00	100.00		95.24
Asian	97.37	100.00	100.00		96.72
Black or African American	82.04	80.58	82.48		86.94
Hispanic or Latino Native	75.00	93.75	53.33		85.53
Multi-Racial	80.00	85.19	83.93		89.45
Native Hawaiian or Other Pacific Islander	--	100.00	--		90.00
White	88.33	86.84	89.19		91.51
Gender					
Female	88.87	87.08	90.74		92.82
Male	86.17	85.65	85.50		89.64

Graduation 5-Year Cohort

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	86.44	88.83	88.02		92.65
Status					
Economically Disadvantaged	74.86	--	80.24		87.80
English Learners	92.86	100.00	91.67		95.63
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	68.14	77.82	77.05		85.66
Race					
American Indian or Alaska Native	100.00	100.00	100.00		100.00
Asian	100.00	97.37	100.00		100.00
Black or African American	84.03	83.01	83.01		88.53

Hispanic or Latino Native	82.35	75.00	93.75		91.80
Multi-Racial	85.00	80.00	90.74		92.10
Native Hawaiian or Other Pacific Islander	--	--	100.00		100.00
White	86.55	89.78	88.33		92.82
Gender					
Female	90.63	90.18	88.63		94.60
Male	82.58	87.50	87.46		90.83

Post-Secondary Achievement Data

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

College Readiness (AP/IB)

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				

Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
Gender				
Female				
Male				

College Readiness (Dual Credit)

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	40.25	38.39	37.69	30.68
Status				
Economically Disadvantaged	24.50	21.32	19.45	17.29
English Learners	69.23	62.50	37.50	14.11
Foster Care	42.11	16.67	0.00	18.84
Homeless	10.00	13.89	19.23	16.19
Military Connected	--	--	--	64.28
Students with Disabilities	4.90	1.01	2.47	5.11
Race				
American Indian or Alaska Native	0.00	50.00	100.00	10.52
Asian	80.00	76.92	70.83	49.15
Black or African American	24.44	27.78	24.33	19.88
Hispanic or Latino Native	58.82	35.71	0.00	20.23
Multi-Racial	26.47	40.91	26.19	21.72
Native Hawaiian or Other Pacific Islander	--	100.00	--	37.50
White	41.43	38.79	39.42	31.57
Gender				
Female	48.48	45.04	42.82	38.69
Male	31.82	32.06	32.04	22.97

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	32.45	33.37	36.98	38.24
Status				

Economically Disadvantaged	30.80	34.48	37.39	38.91
English Learners	7.69	25.00	25.00	20.00
Foster Care	5.26	16.67	20.00	34.78
Homeless	37.50	38.89	34.61	32.99
Military Connected	--	--	--	42.85
Students with Disabilities	29.41	28.79	30.69	39.18
Race				
American Indian or Alaska Native	0.00	50.00	0.00	31.57
Asian	8.57	23.08	20.83	19.49
Black or African American	30.56	20.99	30.15	26.14
Hispanic or Latino Native	17.65	28.57	40.00	23.21
Multi-Racial	29.41	54.55	28.57	25.05
Native Hawaiian or Other Pacific Islander	--	0.00	--	0.00
White	33.57	34.39	38.43	39.72
Gender				
Female	28.86	30.36	36.49	33.06
Male	36.12	36.23	37.51	43.23

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Graduation Rates for overall students, 4 and 5 year cohorts, race/ethnicity, and status:

2021-2022 data identifies only 88.09% of all students in the four year cohort graduating in Kanawha County compared to a state-wide average of 91.17%.

The five year cohort is very slightly lower in Kanawha County with an 88.02% graduation rate but higher state-wide at 92.65%

In the four year cohort, Latino students have the lowest graduation rate at 53.33%.

However, this increased to 91.67% for the five year cohort. This indicates students may have need an additional year of English Language support or additional time to catch up.

Approximately 81% of SWD graduated with the four year cohort in spring 2022.

This dropped to only 77.05 for SWD in the five year cohort, indicating an additional year did not provide the support needed for graduation.

Only 81.45% of economically disadvantaged students graduated with the four year cohort, compared to 85.32% state-wide.

And, the percentage of economically disadvantaged students graduating with the five year cohort was less, with 80.24% in Kanawha County.

However, statewide the percentage of economically disadvantaged students graduating with the five year cohort increased to 87.8%.

In spring 2021, only 64.76% of 10th graders had at least 2 credits in each of the four content areas of ELA, math, social studies, and science. This increased to 75% for 10th graders in spring 2021.

In the same year, only 33% of English Learners in 10th grade had least 2 credits in each of the four content areas of ELA, math, social studies, and science. This increased to 66.66% by spring 2022.

Also in spring 2021, only 52.26% of 10th grade SWD had least 2 credits in each of the four content areas of ELA, math, social studies, and science, and only 25% of both homeless 10th grade students and 10th grade students in foster care least 2 credits in each of the four content areas of ELA, math, social studies, and science. In spring 2022, the percentage for SWD increased to 63.25%, but for homeless students it decreased to 22% , and for students in foster care decreased to 20%

Current credit recovery data is not available but this data may likely have a negative impact on the current, 2023 graduation rate not yet available and again in 2024.

Improvement Practices/Strategies Implemented (One Per Box)

Updated Implementation Results

Many of the same strategies support both student attendance and graduation.
A variety of flexible scheduling opportunities are available:

- KCS Virtual School (K-12)
- The Collaborative Program with WVSU allows 11th and 12th grade students who need a less traditional public school setting to attend classes on the campus of WVSU, earning dual credit toward graduation and college.
- Alternative Middle School and High School at Chandler Academy allows students to remain in school with support services following behavioral problems.
- The CHANCE alternative program for elementary students who need support services for behavior while attending school.
- Homebound Instruction for students with behavioral issues that keep them from attending school and also serves students with extended illness who cannot attend school.
- All schools provide attendance incentives and reward positive behavior.
- Mandatory Drug Education Classes for students who have suspensions and expulsions due to use of drugs and/or alcohol.

In addition, Graduation 2020 support remains in place for SWD.

The practices identified in place in the box to the left will remain in place for FY 2024.

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Clearly, graduation rate and being on track to graduate is not what is expected for all students at this time, but this is even more dire for economically disadvantage students, homeless students, SWD, students in foster care, English Learners, Black/African American, and Latino Students.

Disruption to consistent instruction in 2019-2020, 2020-2021, and somewhat in 2021-2022 due to Covid 19 is a root cause.

Lack of certified teachers in core content and all instructional areas is a root cause.

Perhaps a lack of following up on all students who were not on track to graduate in 10th grade is an additional root cause.

Kanawha County Schools hired a "catch-up" teacher for EL students through ESSERF funds in 2021 and 2022 to help them recover from the disruption to consistent schooling. As a result the percentage of students with at least 2 credits in each core content area doubled from 33% to 66% from 2021 to 2022.

This may be a model to incorporate to support additional sub groups lacking credits by 10th grade.

However, when ESSERF funds are no longer available, and local and state funds continue to decrease, additional academic Support may become a consistent problem

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	14.71	23.69	23.00		29.08
Status					
Economically Disadvantaged	20.93	33.89	31.29		38.44
English Learners	9.59	20.63	16.82		24.03
Foster Care	19.04	39.32	36.82		36.88
Homeless	37.71	50.23	52.94		42.27
Military Connected	4.76	17.39	14.29		16.50
Students with Disabilities	20.08	32.96	30.07		34.90
Race					
American Indian or Alaska Native	27.27	30.00	28.57		29.34
Asian	2.02	7.46	6.88		12.16
Black or African American	16.52	37.80	28.12		29.90
Hispanic or Latino Native	15.22	25.89	27.85		30.28
Multi-Racial	16.23	36.28	30.97		31.13
Native Hawaiian or Other Pacific Islander	0.00	4.76	0.00		19.42
White	14.60	21.32	21.98		29.05
Gender					
Female	15.30	22.99	23.10		29.59
Male	14.13	24.38	22.90		28.61

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	96.87	97.85	94.05		95.56
Status					
Economically Disadvantaged	95.57	97.27	92.38		94.15

English Learners	95.28	99.19	96.10		97.49
Foster Care	94.77	94.09	85.96		89.30
Homeless	94.89	95.55	89.67		93.70
Military Connected	100.00	100.00	100.00		99.07
Students with Disabilities	94.50	96.91	89.56		92.96
Race					
American Indian or Alaska Native	100.00	100.00	100.00		96.97
Asian	98.34	99.37	98.47		98.53
Black or African American	92.25	95.52	88.11		89.69
Hispanic or Latino Native	95.73	98.67	95.10		96.16
Multi-Racial	95.74	96.84	92.51		94.10
Native Hawaiian or Other Pacific Islander	100.00	100.00	100.00		100.00
White	97.47	98.18	94.80		95.85
Gender					
Female	98.39	98.80	96.27		97.56
Male	95.40	96.94	91.87		93.68

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. STUDENT ATTENDANCE 2022-2023

(Year to Date Attendance and Chronic Absenteeism date back to March 2020, and are not up to date.)

CHRONIC ABSENTEEISM has dropped from 26% in 2022 to 24.73%

Current Attendance Rate for all students in Kanawha County is 92.21%

Note:

Average overall student attendance in Kanawha County Schools for the currently ending school year is identified as 92.21%.

Asian students are identified as having the highest attendance rate for 2022-2023 at 95%, followed by students of other ethnicities:

Pacific Islander 94%

White 93%

Multiracial 92%

Black 92%

Latino 92%

American Indian 91%

or Alaska Native

Of approximately 23,500 Kanawha County students enrolled in 67 schools: (Source <https://zoomwv.k12.wv.us/educators/dashboard/21404>)

19,503 students are identified as white, with **55%** of white students from households of low socioeconomic status. (consistent with data provided)

Of 355,465 student absences throughout the 2022-2023 school year, **147,161 were excused** absences and **208,304 were unexcused absences**.

Average Attendance is lowest for Low SES students at 89.0%

3,662 students are identified as black, with **79%** of black students from households of low socioeconomic status.

243 students are identified as Hispanic/Latino, with **65%** of Hispanic/Latino students from households of low socioeconomic status.

342 students are identified as Asian, with **14%** of Asian students from households of low socioeconomic status.

25 students are identified as Native American, with **100%** of Native American students from households of low socioeconomic status.

145 students are identified as multi-racial, with **78%** of multi-racial students from households of low socioeconomic status.

31 students are identified as Pacific Islander, with **35%** identified as students from households of low socioeconomic status.

41 students are identified by race as race unknown or not reported, with **66%** identified as students from households of low socioeconomic status.

2. STUDENT BEHAVIOR 2022-2023 (Source: ZOOM <https://zoomwv.k12.wv.us/educators/dashboard/181>)

15,043 Behavior incidents

< 600 Severe incidents included:

- 105 incidents of Battery against school employee This is down from 117 the previous year.
- 26 Use of illegal Substance This is up from 19 the previous year.
- 437 Possession of illegal Substance This is up from 228 the previous year.
- 22 Possession of a dangerous weapon This is down from 35 the previous year.
- 2 Incidents of Felony This is down from 8 the previous year.
- 2 Sale of Narcotics at School This is the same number as the previous year.

2022-2023 SUSPENSIONS

25% of all Suspensions were in ISS

There were 47 days of ISS the last seven days of school and 606 days of ISS during the last 30 days of school.

Avg. ISS was 1.7 days

31% of all Suspensions were Out-of-School Suspension

Average OSS was 4.1 days.

There were 152 days of OSS the last seven days of school and 806 days of OSS the last 30 days of school.

The greatest reason for both ISS and OSS through the 2022-2023 school year was Disrespectful Behavior, followed by Aggressive Conduct, Truancy, and Failure to Obey Rules.

3. EMPLOYEE WELL-BEING and ATTENDANCE

Teacher and staff average daily attendance remained consistent at approximately 94.90%

The Teacher Wise program was utilized in some way in >90% of Kanawha County Schools where the program facilitator completed the Georgetown University survey.

- 40 of 65 facilitators completed the end-of-year survey.
- 59 facilitators filled out at least one POISE session on a tracker tab--most tabs had all five sessions entered, many had additional activities included.
- Two facilitators attempted to run all POISE groups but had zero attendees for most/all sessions. According to communication from the project coordinator, that puts KCS at a 90+% school building participation rate overall.
- There were 325 POISE sessions held overall in all schools.
- Some facilitators did not record attendance numbers, but recorded "whole staff" and without the number employed in the specific schools, average attendance was not possible to calculate.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>A variety of flexible scheduling opportunities are available:</p> <ul style="list-style-type: none">KCS Virtual School (K-12)The Collaborative Program with WVSVU allows 11th and 12th grade students who need a less traditional public school setting to attend classes on the campus of WVSVU, earning dual credit toward graduation and college.Alternative Middle School and High School at Chandler Academy allows students to remain in school with support services following behavioral problems.The CHANCE alternative program for elementary students who need support services for behavior while attending school.Homebound Instruction for students with behavioral issues that keep them from attending school and also serves students with extended illness who cannot attend school.All schools provide attendance incentives and reward positive behavior.Mandatory Drug Education Classes for students who have suspensions and expulsions due to use of drugs and/or alcohol.Teacher-wise program available for all staff participation	<p>The practices and strategies identified in the box on the left side of this page will continue in place throughout the 2023-2024 school year.</p>

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Root causes of absences and behavioral incidents have a variety of root causes. Some are related to both chronic absenteeism and behavior.

- Current Root causes in 2022-2023 included students from grades 2 through 12 whose education was interrupted by Covid for at least 1.5 years.
- Continued economically disadvantaged families in Kanawha County and state-wide. Economically disadvantaged students now make up 60% of the student population in Kanawha County. Continued loss of job opportunities for parents and educational funding has an impact on what services public schools will be able to provide when ESSERF funds are gone in FY 2025.

Needs include:

- Although suspension from school is required by state policy for some behavioral offenses, OSS suspension for only Truancy adds to the problem. Students may be out of school so often, they end up too far behind to catch up. It's important to address the chronic absenteeism, no matter what the reason, and get some type of instruction, through the various options identified above, in place immediately through an SAT meeting or IEP meeting if the student has an IEP in place.

- Continue all supports identified above.
- Provide Social and Emotional Support for students to keep them in school.

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2019-20)		County (2020-21)		County (2021-22)		State (2021-22)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
21.50	14.78	18.96	12.47	17.82	14.65	20.12	17.15

Evaluation Data

	County (2021-22)	State (2021-22)
Performance Level	% of Teachers	% of Teachers
Distinguished		
Accomplished		
Emerging		
Unsatisfactory		

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

According to the most recent, FY 2022, Data: Approximately 18% of teachers in Title I schools and 15% of teachers in all Kanawha County schools are beginning teachers. See information below on training new teachers and teachers in alternative certification.

I. Lack of Certified Teachers

The greatest concern in Kanawha County Schools related to teacher effectiveness is the lack of certified teachers graduating from teacher education programs.

Good Teaching and Student Engagement

I. Approximately 2100 Teachers in Kanawha County Schools

1430 traditional certified educators (including those on out-of-field certification)

Alternative Certification Teachers hired 2016-2023: 139

Math 15, Science 15, ELA 5, Spanish 2, Art 4, Special Education (including PreK Special Needs) 101

The retention rate of teachers hired through alternative certification is slightly greater than 80%.

Current Long-Term Substitutes teaching in classrooms: 591

333 of 591 are certified retired teachers.

258 are 5202 substitutes.

New Substitutes Hired for 2022-23: 197

Substitutes now available: 964 (for 2022-2023)

First Class Teaching Permit: 7

II. Professional Development

Over 300 Professional Learning Opportunities were offered over the past school year through November 2022.

As a result, Kanawha County has developed their own, state approved alternative certification program (Policies 5901, 5202) and relies on effective professional development provided to certified teachers and long-term, Policy 5202 substitute teachers to improve instruction.

During both 2021-2022 and 2022-2023 the following professional development sessions were conducted for newly-hired certified teachers and substitutes.

2021-2022

Beginning Teacher Academy Make Up Session	22805	January 13, 2022 - January 13, 2022 3:00 pm - 7:00 pm		34/50 seats	0.Released
October 28, 2021 BT Academy Make Up Session (K-12 spec ed.)	22630	October 28, 2021 - October 28, 2021	4:15 pm - 6:15 pm	26/50	0 Released
Beginning Teacher Academy Make Up Session (ELEMENTARY CHOICE 2)	22391	October 7, 2021 - October 7, 2021	3:00 pm - 5:00 pm	28/40	0 Released
Beginning Teacher Academy Make Up Session (K-12 SPECIAL EDUCATION)	22392	October 7, 2021 - October 7, 2021	5:00 pm - 7:00 pm	20/40	0 Released
Beginning Teacher Academy Make Up Session (ELEMENTARY CHOICE 1)	22388	September 23, 2021 - September 23, 2021	3:00 pm - 5:00 pm	35/30	0 Released
Beginning Teacher Academy Make Up Session (K-12 SPECIAL EDUCATION)	22389	September 23, 2021 - September 23, 2021	5:00 pm - 7:00 pm	18/40	0 Released
Beginning Teacher Academy Make Up Session (Middle and High Schools)	22390	September 23, 2021 - September 23, 2021	5:00 pm - 7:00 pm	21/40	0 Released
Beginning Teacher Academy July 26-30, 2021	22071	July 26, 2021 - July 30, 2021	8:00 am - 3:00 pm	77/200	0 Released

2022-2023

TITLE	SECTION #	Start Date	TIME	attendance
Dec 1 Beginning Teacher Academy (Trauma, SEL, IEP, Elementary Math, and Engagement)	24274	December 1, 2022 - December 1, 2022	8:30 am - 2:45 pm	37 attended 0 Released
Nov 29 Beginning Teacher Academy (Trauma, SEL, IEP, Elementary Math, and Engagement)	24268	November 29, 2022 - November 29, 2022	8:30 am - 2:45 pm	52 attended 0 Released
September 29 Beginning Teacher Academy Make Up Session #3	23854	September 29, 2022 - September 29, 2022	8:00 am - 2:45 pm	68 attended 0 Released
September 8, 2022 Beginning Teacher Academy (Makeup Session #2)	23849	September 8, 2022 - September 8, 2022	8:30 am - 3:00 pm	38 attended 0 Released
August 31, 2022	23829	August 31, 2022 - August 31, 2022	8:00 am - 3:00 pm	34 attended 0 Released
Beginning Teacher Academy August 8-12, 2022	23572	August 8, 2022 - August 12, 2022	8:00 am - 3:00 pm	125 attended 0 Released

December 14, 2022	John Strebe Cooperative Learning and Classroom Engagement Training	24206	December 14, 2022 - December 14, 2022	8:00 am - 3:00 pm	66 participants attended
Beginning Teachers	John Strebe Training	24205	December 13, 2022 - December 13, 2022	8:00 am - 3:00 pm	25 participants attended
Beginning Teachers	John Strebe Training	24204	December 12, 2022 - December 12, 2022	8:00 am - 3:00 pm	34 participants attended

Additional sessions and classes were held for new teachers, including those hired through the alternative certification program, as follows:

Fall 2022 Blended Learning graduate class with MU (Required for those in Alternative Certification)

Fall 2022 Traits and Instructional considerations for students with exceptionalities, including Autism. 25 participants were broken into groups based on exceptionalities on August 10, 11, 12, September 14, and January 4.

August 10-12, August 31, September 9, and September 29: Professional Learning for special education teachers, including Policy 5202 substitutes and teachers hired through alternative certification (required for all new special ed teachers, including those hired through alternative certification)

Spring 2023 Personalized Learning graduate class with MU (Required for Required for those in Alternative Certification)

January 4 and February 8, 2023 Praxis and PLT Preparation Classes conducted for teachers hired through alternative certification.

In addition, codes for the interactive Praxis Preparation Courses (Special Ed Content and PLT) were provided to special education teachers hired through alternative certification and PLY codes to content teachers who had already passed the content Praxis exams before being hired.

Also, monthly Professional Learning takes place in all schools on a variety of topics, and district professional learning sessions take place regularly on content and strategies, technology, classroom management, and support programs.

All new teachers, including Policy 5202 substitutes and teachers hired through alternative certification, have been assigned a full-time Beginning Teacher Academic Coach (Seven FT and three PT) who visits bi-weekly, or more often as needed.

III. Educator Evaluations

2021-2022 Educator Evaluation (Most recent data)

Distinguished 30%

Accomplished 66.11%

Emerging 2.77%

Unsatisfactory 0.06% (< 1%)

2020-2021 Educator Evaluation (Latest data available)

Distinguished 29.58%

Accomplished 68.81%

County Average Attendance Rate 94.9736%

Emerging 1.51%

Unsatisfactory 0.11% (< 1%)

IV. The Kanawha County Schools *Average Employee Attendance Rate: 94%

(as per compiled data from the Smart Find Express Attendance System).

V. Teacher-Wise Program for Teachers and Staff to maintain and/or improve teacher and staff social-emotional well being

The Teacher-Wise program was utilized in some way in >90% of Kanawha County Schools where the program facilitator completed the Georgetown University survey.

- 40 of 65 facilitators completed the end-of-year survey.
- 59 facilitators filled out at least one POISE session on a tracker tab--most tabs had all five sessions entered, many had additional activities included.
- Two facilitators attempted to run all POISE groups but had zero attendees for most/all sessions. According to communication from the project coordinator, that puts KCS at a 90+% school building participation rate overall.
- There were 325 POISE sessions held overall in all schools.
- Some facilitators did not record attendance numbers, but recorded "whole staff" and without the number employed in the specific schools, average attendance was not possible to calculate.

The Teacher-Wise program will continue throughout the 2023-2024 School Year.

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Root Causes of identified ineffectiveness:

1. **Kanawha County continues to lack certified teachers, especially in math, science, and all exceptionalities of special education, including PreK Special Needs.**
2. **Stressful Teaching environments due to additional responsibilities, students falling behind due to Covid and cultural changes and a variety of factors**
3. **Student Behavior and lack of classroom management skills**
4. **Lack of Parent Support**
5. **Public perception of education, in general**
6. **Political atmosphere against public education**

Needs Assessment:

1. **Kanawha County Schools will continue to immerse beginning teachers in a thorough Beginning Teacher Program with assigned, full time Beginning Teacher Coaches/Mentors and a variety of professional learning activities, embedded in classrooms and sustained session attendance with substitutes provided.**
2. **Kanawha County Schools will continue to recruit eligible individuals for the BEST (Beginning Educator Support and Training) Alternative Certification Program.**

Endorsements include:

Special Education

Multi-categorical K-6 and 5-12/Adult (ID, EBD, Resource Support)
Autism, K-Adult
Severe Disabilities (K-Adult)
PreK-K Special Needs

General Education

Mathematics, 5-9 and 7-Adult
Science, 5-9 and 7-Adult
ELA, 5-9 and 7-Adult
Spanish, K-Adult
Fine Arts, K-Adult
Elementary Education, K-6 (as needed)

The *BEST Beginning Teacher Academy runs simultaneously with the BEST Alternative Certification Program, but there are additional components in place for teachers hired through alternative certification. (*Beginning Teacher Support and Training)

1. The first component of the simultaneous programs is an annual, week-long BEST Beginning Teacher Academy, to be held August 7-11, 2023, with followup sessions held throughout the school year. (A series of makeup sessions are held for teachers hired after the week long academy, as well.)

Content includes:

- Team Building Activities
- Technology to Begin the School Year (Schoology - Home Page, Making Assignments, Attendance, Creating Courses & Assignments, Gradebook, etc.).
- Policy and Education Law
- Classroom Management (Tiers 1, 2, 3) and Behavioral Plans
- Adopted Curriculum
- Content standards
- Instructional Practices, including strategies based on the Science of Reading
- Scheduling
- Planning
- Assessment
- Identification of Dyslexia and Dyscalculia in early grades
- Intervention based on formative and summative assessments
- SAT Process
- Building Positive Relationships
- Professionalism and Professional Teaching Standards
- Expectations
- Communication

2. Four-Six Followup sessions of the Beginning Teacher Academy are conducted throughout the Year for all Beginning Teachers with substitute coverage provided.

3. Beginning Teacher Academic Coaches (BTACs) are assigned to each beginning teacher, including teachers hired through alternative certification, long-term substitutes placed to serve in classrooms, and Resident Teachers from local colleges and universities.

4. The Beginning Teacher Program is a two year program in Kanawha County Schools. During Year 1, the assigned BTAC observes and conferences with the beginning teacher **weekly** (including all teachers hired through alternative certification) weekly to provide support in planning, identifying appropriate strategies to implement lessons, answering questions, providing general instructional support and modeling lessons. During Year 2, the BTAC visits the teacher monthly and provides continued support.

The BEST Alternative Certification Program, which is broken into three phases in Kanawha County Schools, includes all components identified above and additional components, as follows:

PHASE I (1 to 3 years)

The teacher has to complete all requirements for Phase I of the BEST Alternative Certification Program in *one-to-three years. If the teacher has not completed all requirements by the end of Year Three (in Phase I), the teacher will be terminated from his or her teaching position with Kanawha County Schools.

(*The alternative certificate can be renewed twice after it is issued for a total of three years.)

1. Once hired through alternative certification, the teacher is making a minimum three-to-five year commitment to Kanawha County Schools, teaching in the content area for which he or she was hired to teach. During this time the teacher is paid a teacher salary and receives all benefits while earning seniority as a teacher.
2. The teacher hired through alternative certification is required to attend the week-long Beginning Teacher Academy, scheduled for August 7-11, 2023. If the teacher is hired after August 7 during the 2023-2024 school year, there will be a minimum of four daytime and/or evening make-up sessions required to complete throughout the school year. Substitute coverage will be provided for you for day sessions.
3. The teacher hired through alternative certification will attend TWO evening alternative certification classes offered through Kanawha County Schools. The Blended Learning class will be offered first semester and the Personalized Learning class (differentiating instruction for students) will be offered second semester. There is no cost for these two classes during Phase I.
4. All Teachers hired through alternative certification will attend four-six additional day sessions on content and processes identified in HB 3035 and *exam preparation throughout the year. (See WV Teacher Licensure Testing Directory for details.)
5. All teachers hired through alternative certification will complete a one year residency, including a 20-day practicum under the guidance of an assigned Beginning Teacher Academic Coach (BTAC). The Practicum must be completed during the first year in the alternative certification program.
6. All beginning teachers, including all teachers hired through alternative certification, will meet weekly with the assigned BTAC (Mentor) after classroom observations on a regular basis. This will continue throughout Phase I, Years 1-3, for teachers in alternative certification. The Beginning Teacher Academic Coaches (BTACs) are master teachers and their goal is to support the new teacher throughout the alternative certification program.
7. All Teachers hired through alternative certification must complete the following exam(s) prior to moving to Phase II of the program. (There is a three-year limit to Phase I. Failure to complete all steps within three school years will result in dismissal from the program and from employment.)

8. Content Area Teachers (Math, Science, ELA, Fine Arts, and World Languages) who have been hired through Alternative Certification will have already completed the identified core knowledge exam and Praxis content exam, but must successfully complete the professional learning and teaching exam (Praxis PLT) before being permitted to move to Phase II of alternative certification.
9. Special Education Teachers who have been hired through Alternative Certification must successfully complete both, the Special Education Praxis Content Exam and the Professional Learning and Teaching exam (PLT), before being permitted to move to Phase II.
10. Like all teachers, teachers hired through the alternative certification program must be observed and evaluated by the building principal and receive a satisfactory final performance evaluation on the WV Educator Evaluation to remain employed through the alternative certification program.
11. Attend a spring meeting (Date TBD) during which time the teacher will complete the appropriate form to renew his or her teacher certification. (Phase I - Alternative Certification Year 2 or Year 3, (19-2) or Phase II move to the *One Year Temporary Provisional Certification (21-1 then 21-2)

Phase II (Two Consecutive School Years)

This is a two-year phase during which the teacher is employed through a one-year, temporary provisional teacher certification that must be renewed at the end of the first year. During the two year time period in Phase II, the teacher hired through alternative certification must complete six college or university credit hours, with credit verified on a transcript from an accredited college or university. (There are many options for this.) Phase II will not extend beyond two years. During Phase II, you will:

1. Continue to receive monthly support by the BTAC.
2. Complete/pass six hours of graduate level work (with a transcript provided) Additional details related to available classes will be provided during this time period. You will have options for reduced rate classes.
3. Receive a final emerging (satisfactory) evaluation from the building principal.
4. Attend an end-of-year meeting during which the teacher will complete the appropriate form to renew his or her teacher certification for a second year on the provisional one year temporary certificate (23-1 goes to 23-2) or move to the three-year provisional teacher certification (25-1) after the second year.

PHASE III (Three Years)

When certified in Phase III, the teacher hired through alternative certification will now be recognized as a fully certified teacher, just as a teacher who has graduated from a teacher education program is recognized. The teacher may complete additional Praxis content exams to add endorsements to his or her certification.

During this three year period, the teacher who entered the profession through alternative certification will be teaching on a regular three-year provisional teaching certificate. The teacher will again be required to complete six additional graduate hours to renew his or certification at the end of the third year. After meeting all requirements, the teacher will be able to receive a five-year teaching certificate. All teachers, regardless of their avenue to becoming a teacher, must complete six additional graduate hours to move from the three-year teaching certificate to the five-year teaching certificate, in addition to completing the Beginning Teacher Program.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment, the strategic plan activities and development of the district's WVSIPP.

A variety of professional learning opportunities are conducted throughout each school year to support teachers with the instructional process and Classroom Management.

1. Each school provides professional development two days at the beginning of the Year and on five PL days held in October, December, January, February, and April each school years. This professional learning centers on local school needs and is led by teacher leaders. Topics may include data analysis from both summative and formative assessments, content strategies, local school procedures relating to instruction and school/classroom management, and most recently, the Science of Reading through LETRS at the elementary level and LEXIA at the secondary levels. Training on the DYSLEXIA and Dyscalculia Screeners will be new this year for elementary teachers and all math teachers will also be trained on using i-Ready to screen students for Dyscalculia.

In addition, the Teacher-Wise program will remain in effect for the 2023-2024 school year with facilitators in each school.

2. District-wide professional learning will include:

- Vector Safe Schools training on all mandated professional development for professional and service personnel, including the eight hour special education training mandated through HB4600, mandatory reporting, diversity, inclusion, safety, anti-bullying, sexual harassment prevention (staff to staff, staff to student, student to student, boundary invasion, making schools safe for LGBTQ+ students), Suicide Prevention, FERPA, Civil Rights, etc.
- Content-Based standards, strategies, and knowledge
- Dyslexia Screener
- Science of Reading
- LETRS Training
- LEXIA
- CARNEGIE Math Institutes
- Math User Groups (K-12)
- ADOBE Creative Cloud
- Technology Platforms and programs
- Artificial Intelligence (AI) in Education

- STEM and Robotics
- SAVVAS Reading
- Guided Reading
- Classroom Management Models
- John Strebe Classroom Management/Engagement Strategies
- Leadership Development for Teacher Leaders
- Data Analysis through a variety of assessments
- EL Strategies (Working with EL Students)
- Summative Assessments
- Benchmark Assessments and IMAs
- Successmaker
- Math User Groups
- Strategies for Virtual Instruction
- Mentoring and Coaching Cycles
- Title I Content Sessions
- CPI
- Autism Strategies
- Strategies for instruction: Severe Disabilities
- Pre School Special Needs

3. Through WVSIPP, an instructional specialist or Academic Coach may be assigned to provide embedded support to an experienced teacher (three or more years of experience). The Teacher Leaders in each school will also take on support roles to support experienced teachers in improving professional practice.

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

Plan Items

G 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

Description:

Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

Description:

Students with positive social and emotional health will be likely to attend school on a regular basis. As a result, overall student attendance in Kanawha County Schools, grades K-12, will increase by an average of 1% during the 2023-2024 school year. This will be measured and monitored consistently through daily data available in Performance Matters and end-of-year data in Zoom for students and through the Power School Smart Find Express attendance system and payroll system for teachers and all staff. Support will be available to all employees through the new Employee Assistance Program. STUDENT ATTENDANCE: FY 2024 TBD FY 2023 Attendance Rate for all students in Kanawha County Schools: 92.21%, an increase of 0.22% (Less than 1%) FY 2022 Attendance Rate for all students in Kanawha County Schools: 91.9% Chronically Absent Students: Decrease from 26% (FY2022) to 24.73% (FY2023) (decrease of 1.23%) Teacher/Staff Attendance: 95% no change from FY 22 to FY 23.

S 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

Description:

Continue utilizing resources and research-based programs to enhance the social/emotional well-being of both students and staff to increase student attendance and build positive relationships within the school system.

Component	Item Name
LEA ESEA Consolidated Plan	Provide services for homeless children and youth
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development

AS 1.1.1.1 As per KCS BOE Policy G85, Vector Safe Schools training will be completed online by all employees with training identified through state law, WV BOE Policy, and KCS policy. The annual training will continue to be provided with the intent of making all KCS schools and facilities safe and supporting for both students and employees. Employees will be provided with two professional development days to complete the annual training, August 16, 2023 and December 20, 2023.

Description:

As per KCS BOE Policy G85, Vector Safe Schools training will be completed online by all employees with training identified through state law, WVBE Policy, and KCS policy. The annual training will continue to be provided with the intent of making all KCS schools and facilities safe and supporting for both students and employees. All active employees will complete Vector Safe Schools online training by the December 31, 2023 deadline. Employees will be provided with two professional development days to complete the annual training, August 16, 2023 and December 20, 2023. Courses and local policies to be covered and completed include: HB 4600 Special Education course, KCS Active Shooter Situations, Back Injury & Lifting, Slips, Trips, and Falls, Blood Born Pathogens Prevention and Response (custodians), First Aide, Diversity Awareness, Drug Free Workplace, FERPA, Sexual Harassment Prevention, CIPA and Acceptable Use of the Internet, Bullying Prevention and Response, Child Abuse Mandatory Reporting, Homeless Students Awareness and Understanding, Bodily Harm and Youth Suicide Prevention, Disability Harassment Prevention, Notice of Non Discrimination, ESL Student Awareness, and Special Needs Students: legal duties, behavioral characteristics, disabling conditions, and appropriate interventions.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

12/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	General Budget	\$60,000.00

AS 1.1.1.2 Additional psychologists & BCBAs will continue to be employed through ESSERF funds to provide additional counseling and behavior management support services.

Description:

Additional psychologists & BCBAs will continue to be employed through ESSERF funds to provide additional counseling and behavior management support services.

Person Responsible:

Melanie Meadows

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Funds	\$1,813,000.00

AS 1.1.1.3 Continue to decrease the rate of suspensions (> than 10 days) in a school year for children with disabilities by utilizing behavior support personnel, behavior support plans, and deescalation techniques.

Description:

Continue to decrease the rate of suspensions >10 days) in a school year for children with disabilities, as follows: 1.) provide training to new principals and new assistant principals on the process & policy for disciplining students with disabilities; 2.) provide training to all principals and assistant principals, counselors, nurses, social workers, and school psychologists on utilizing deescalation techniques; 3.) provide instructional support aides in EBD and Autism classrooms, as needed.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	fund/train/support KCS staff in CPI and Eukeru	\$10,000.00
	State Aid for Special Education	Behavior Support Aides for AU and EBD classroom	\$1,159,000.00
Total			\$1,169,000.00

AS 1.1.1.4 Three McKinney-Vento Homeless Facilitators, and four Family Support Social Workers will remain in place to assist homeless families.

Description:

Three McKinney-Vento Homeless Facilitators and four Family Support Social Workers will remain in place to assist homeless families in enrolling students in the schools of their choice and working with families and transportation to make sure students are able to attend school daily; have access to basic needs and clothing to attend school, and serve as a liaison between the school and homeless families or work directly with older students who are homeless.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Set Aside	\$393,794.00

AS 1.1.1.5 The Therapy Bus (aka Emergency Bus or Trauma Bus) will continue to be staffed and provided to schools on a rotating or scheduled basis.

Description:

The Therapy Bus (aka Emergency Bus or Trauma Bus) will continue to be staffed with a driver, psychologist, and counselor and will be stocked with instructional and support supplies in order to serve elementary students in both emergency situations and regularly scheduled therapy sessions.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

5/27/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Salaries/benefits for driver, psychologist, counse	\$221,500.00
	Title IV Part A	Supplies and materials for Therapy Bus	\$15,270.96
Total			\$236,770.96

AS 1.1.1.6 Continue implementing BARR (Building Assets, Reducing Risks) with identified students in *identified pilot schools, utilizing data as it relates to student well-being and building positive relationships with students to increase student attendance.

Description:

Continue Implementing BARR (Building Assets, Reducing Risks) with identified students in *identified schools as it relates to student well-being and increased attendance, utilizing data to plan relevant instruction to increase achievement and build positive relationships with students, also improves student attendance as a result. Results of 21st Century data from recent studies indicate increased school attendance for BARR students increased as a result of positive relationships (Strong student-teacher relationships can yield increases in student attendance, academic performance, and decreases in student behavior problems (Allen, Pianta, Gregory, Mikami, & Lun, 2011). *The following schools are using BARR Capital. Riverside, Nitro High Schools East Bank, South Charleston, Westside, and Andrew Jackson Middle Schools Nitro, Bridgeview, Edgewood, and Marmet Elementary Schools

Person Responsible:

George Aulenbacher

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF (correct amount)	\$100,000.00

AS 1.1.1.7 The new Employee Assistance Program (EAP), MOSAIC, will be introduced to employees by the Human Resources Department and be available to initiate support for all employees.

Description:

The new Employee Assistant Program (EAP), MOSAIC, will be introduced to employees by the Human Resources Department and be available to initiate support for all employees.

Person Responsible:

Ron Pauley

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$1.00

AS 1.1.1.8 The Teacher-wise program will continue in schools to support school-based teachers and staff with a trained facilitator in place at each individual school and 1-hr POISE (Physical, Occupational, Intellectual, Social, Emotional well-being) sessions conducted on each PL Days. This will be optional.

Description:

The Teacher-wise program will continue in schools to support school-based teachers and staff with a trained facilitator in place at each individual school and 1-hr POISE (Physical, Occupational, Intellectual, Social, Emotional well-being) sessions conducted on each PL Days. This will be optional.

Person Responsible:
Jon Duffy
Estimated Begin Date:
7/3/2023
Estimated Completion Date:
6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	Contracted Services - Georgetown University	\$10,000.00
	Other	Facilitator Stipend & fixed costs	\$66,700.00
Total			\$76,700.00

AS 1.1.1.9 Copier rental and repair, travel, supplies, technology/hardware, software/subscriptions, dues/membership to professional organizations

Description:
Copier rental and repair, travel, supplies, technology/hardware, software/subscriptions, dues/membership to professional organizations
Person Responsible:
Melissa Rider-Wilfong
Estimated Begin Date:
7/3/2023
Estimated Completion Date:
6/28/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Copier repair, travel, etc.	\$17,500.00

S 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

Description:
Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs. Opportunities for flexible school scheduling will be provided as follows: Blended or full-time schedules through virtual school, the collaborative college program at WV State, the alternative schools programs at CHANCE, Chandler, and Day Report, and Homebound Instruction due to physical and mental health issues, with a certified teacher providing four hours of direct instruction weekly.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA

AS 1.1.2.1 Continue to maintain instructional services through the Virtual Schools program for students participating full time or as a blended model with both in-school and virtual classes scheduled.

Description:
Continue to maintain instructional services through the Virtual Schools program with six *full-time content specialist assisting the executive director and coordinator as follows: 1. Communication with parents and students 2. Assisting with course development 3. Maintaining course content 4. Monitoring student participation and achievement 5. Trouble-shooting when necessary
Person Responsible:
Valery Harper, Stephanie Carter
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Virtual Staff & Supplemental Teacher Salary	\$840,000.00

AS 1.1.2.2 The Collaborative Program at WV State will continue to be offered to identified High School Juniors and Seniors to meet their learning and graduation needs.

Description:

The Collaborative Program at WV State will continue to be offered to identified High School Juniors and Seniors to meet their learning and graduation needs.

Person Responsible:

Donnell Gilliam

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$175,000.00

AS 1.1.2.3 Continue to provide services to N & D Students (including Day Report) through instruction, tutoring, instructional materials, technology, and social emotional support.

Description:

Continue to provide services to N & D Students (including Day Report) through instruction, tutoring, instructional materials, technology, extra-curricular experiences, and social-emotional support. 1. Three full-time teachers, a counselor, tutoring services, and social worker will be provided to students in the Day Report Program to increase attendance and support graduation along with instructional supplies and technology 2. Continue to support services to Daymark's Patchwork and Turning Point facilities through student monitoring, program development, student mentorship, tutoring, and purchase of additional educational materials as needed. Professional development will be offered to all schools, with an emphasis on those that serve N&D populations. 3. Continued support to will be provided to Turning Point N&D students via specialist participation in IEP/SAT meetings and regular classroom observations. Turning Point residents will receive holiday sponsorship in the form of encouraging letters and gifts from volunteers in the county/KCS community. Regular visits will be made to each Daymark facility to discuss students' needs and concerns while participating in public education. "Post-grad" education will be provided in the form of experiences that motivate the students to graduate and pursue further learning (MODIFY visits, summer academy, etc...). 4. The following support services will be provided to all Daymark N&D students: A tutor will assist N&D students, including homeless N&D students (Patchwork), with academics. Tutoring positions will be offered at both Daymark facilities for roughly 15 hours per week. N&D Tutors will consult N&D specialist and facility directors/case managers to arrange an after-school meeting schedule, as well as consult with teachers to design supplemental instruction specific to student needs. Each N&D student will receive personalized technology compliant with their legal and educational needs. Schools and individual teachers will be briefed on these needs and aided in creating accommodations. All N&D students will be given the opportunity to participate in "extra-curricular" SEL-focused events (FallFest, Transforming Achievers, etc...) during which the students can interact with different social service and mental health resources in a fun, age-appropriate way. 5. The following materials will be provided as part of instructional services to N&D students each year (or as needed): Backpacks with school supplies, art supplies, gym and playground equipment, textbook and fiction library, iPads, iPad docking stations, boardgames, guided journals for therapy work, and study/practice materials for life skill development.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Instructional Supplies for N & D Students	\$5,000.00
	Title I-D LEA	Extended Day for N & D Students	\$7,000.00
	Title I-D LEA	PT Trauma Specialist	\$17,300.00
	Title I-D LEA	Tutors for N & D Students	\$16,300.00
Other	Other	Counselor funded through alternative schools funds	\$75,000.00
	Other	GB -240 day salary plus fringes for three teachers	\$212,933.00
	Other	N & D - 1/3 of social workers salary and fringes	\$30,000.00
Total			\$363,533.00

AS 1.1.2.4 The Chandler Alternative School program will be available to provide instructional and support services for middle and high school students referred to the program by their schools.

Description:

The Chandler Alternative School program will be available to provide instructional and support services for middle and high school students referred to the program by their schools.

Person Responsible:

Donnell Gilliam

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$1.00

AS 1.1.2.5 The CHANCE Program will be expanded with two locations to serve elementary students who need additional emotional and behavioral support and academic support.

Description:

The CHANCE Program will be expanded with two locations to serve elementary students who need additional emotional and behavioral support and academic support.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/4/2023

Estimated Completion Date:

6/28/2024

S 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

Description:

Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Other appropriate strategies identified by the LEA
WVSIPP	Support for other staff
	Professional development

AS 1.1.3.1 Continue to provide: Two Facilitators and a McKinney-Vento liaison will be provided to support homeless students, including homeless N & D students, through Title I funds.

Description:

Two Homeless Facilitators/Tutors will be provided through Title I-A and McKinney-Vento funds to support homeless students in all aspects of school enrollment and all related academic and social services. Duties of the homeless facilitators and liaison include: 1. Heighten the awareness of school personnel of the specific needs of homeless children and youth 2. Identification and needs assessment of homeless children and youth Action Remove educational barriers 3. Decrease enrollment barriers such as residency requirements, birth certificates, health records and guardianship issues 4. Provide professional development to support staff and professional staff of McKinney-Vento rights and services 5. Continue to meet the needs of students with the clothing closet 6. Coordinate services with the two tutors provided through McKinney-Vento funds in order to provide additional educational support to homeless students.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	2 Tutors & Liaison for homeless students	\$175,000.00

	Title I-D LEA	Specialist for Trauma/N&D, materials, tutors, etc	\$221,900.00
Other	Other	Mckinney-Vento & Blended Funds	\$50,000.00
Total			\$446,900.00

AS 1.1.3.2 Continue the Clothing Closet for homeless students and students in need.

Description:

The clothing closet with new clothing in a variety of sizes has been developed and will continue to be maintained by social workers at SCMS.

Person Responsible:

Eddy Ivy, Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Supplemental McKinney-Vento	\$75,000.00

AS 1.1.3.3 Continue Tutors and Extended Year Services for Homeless Students, including homeless N & D students.

Description:

Three experienced teachers will continue to serve as part time tutors for homeless students. They will make sure students have supplies, clothing, books, and provide academic tutoring as well as graduation needs, etc. The tutors will serve as an academic liaison between the student and schools, as needed, and communicate with teachers/schools about weak academic skills. One tutor will serve homeless high school students and the others will serve homeless elementary students. They will work three days per week. Extended Year Services will be provided, as well.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Salary & fixed costs -Tutors & Extended Day Servic	\$96,000.00

AS 1.1.3.4 Continue to provide learning materials, books, supplies, etc. to homeless students, including homeless N & D students.

Description:

Continue to provide learning materials, books, supplies, etc. to homeless students, including homeless N & D students.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic materials for homeless students	\$6,743.00

AS 1.1.3.5 Continue to provide support and professional learning/conference opportunities for three homeless facilitators to improve services to homeless students and families.

Description:

Continue to provide support and professional learning/conference opportunities for the three homeless facilitators to improve services to homeless students and families.

Person Responsible:

Melissa Rider-Wilfong
 Estimated Begin Date:
 7/1/2023
 Estimated Completion Date:
 6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Travel and registration for PD for facilitators	\$5,000.00

AS 1.1.3.6 Provide the following services through the ARP-HCY: 1. Tutors for after-school-tutoring at homeless shelters and other identified locations; 2. One full-time case manager to oversee the tutors and tutoring services.

Description:

Provide the following services through the ARP-HCY: 1. Tutors for after-school-tutoring at Homeless Shelters and other identified locations; 2. One Full-Time Case Manager to oversee the tutors and tutoring services.

Person Responsible:

Melissa Wilfong & Eddy Ivy

Estimated Begin Date:

1/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP HCY	\$149,701.35

AS 1.1.3.7 Transportation - Continue Rental Services

Description:

Transportation - Continue Rental of equipment and vehicles for homeless students when a situation with unreliable transportation occurs (such as bus, taxi, and Uber services).

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-HCY	\$10,000.00

AS 1.1.3.8 Through ARP-HCY funding, provide the following for unaccompanied youth and families who meet the definition of being homeless as per McKinney-Vento, when needed to complete school work and meet basic needs for school. 1. Cell phones 2. Hotspots for Internet Access

Description:

Through ARP-HCY funding, provide the following for unaccompanied youth and families who meet the definition of being homeless as per McKinney-Vento, when needed to complete school work and meet basic needs for school. 1. Cell phones 2. Hotspots for Internet Access

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-HCY	\$40,000.00

AS 1.1.3.9 Providing temporary, short-term housing to families of homeless children so they can remain in the same school when necessary.

Description:

Providing temporary, short-term housing to families of homeless children so they can remain in the same school when necessary.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

1/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-HCY	\$20,000.00

S 1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

Description:

Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

Component	Item Name
Third Grade Success Act	Science of Reading Instruction
	Family Notification and Involvement
	Extended Learning Opportunities

AS 1.1.4.1 Provide attendance support services.

Description:

Social Services will be contracted to provide support services for student attendance.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$1,000.00

AS 1.1.4.2 Provide parent communication and notification of efforts to promote reading success.

Description:

Provide parent communication and notification of efforts to promote reading success.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount

Third Grade Success Act

Third Grade Success Act

\$10,000.00

AS 1.1.4.3 Provide extended day tutoring services to improve reading skills.

Description:

Provide extended day tutoring services to improve reading skills.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$50,000.00

AS 1.1.4.4 To promote student attendance, yard signs to welcome students and families back to school for the 2023-2024 school year will be placed at all Kanawha County Schools.

Description:

To promote student attendance, yard signs to welcome students and families back to school for the 2023-2024 school year will be placed at all Kanawha County Schools.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

7/28/2023

Estimated Completion Date:

8/14/2023

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$700.00
Other	Other		\$500.00
Total			\$1,200.00

PM 1.2 100% of ESSERF Funds designated to support the Instructional Process and the Social Emotional Well-Being of students will be identified in the ESSERF budget and verified by ongoing ESSERF budget expenditures through the 2023-2024 school year.

Description:

100% of ESSERF Funds designated to support the Instructional Process and the Social Emotional Well-Being of students will be identified in the ESSERF budget and verified by ongoing ESSERF budget expenditures through the 2023-2024 school year.

S 1.2.1 Continue to provide additional Professional and Service Support Personnel through ESSERF Funds throughout the 2023-2024 school year.

Description:

Continue to provide additional Professional and Service Support Personnel through ESSERF Funds throughout the 2023-2024 school year.

Component	Item Name
LEA ESEA Consolidated Plan	Implement strategies to facilitate effective transitions for students between programmatic levels
	Other appropriate strategies identified by the LEA

AS 1.2.1.1 Continue to provide additional School Nurses to provide prevention services, support student health needs, and monitor illness and trauma-related health issues.

Description:

Continue to provide additional School Nurses to provide prevention services, support student health needs, and monitor illness and trauma-related health issues.

Person Responsible:

Alicia Warden

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	School Nurses ESSERF	\$240,000.00

AS 1.2.1.2 Continue to provide school psychologists, mental health professionals, and four BCBAs (Behavioral Specialists) to support schools and classrooms with student behavior.

Description:

Continue to provide school psychologists, mental health professionals, and four BCBAs (Behavioral Specialists) to support schools and classrooms with student behavior.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$275,000.00

AS 1.2.1.3 Provide Additional Special Education TIRES and Substitutes for Special Education Classrooms.

Description:

Provide Additional Special Education TIRES and Substitutes for Special Education Classrooms.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF FUNDS	\$3,146,948.00

AS 1.2.1.4 Provide iPad Compatible Assessments for special education students through the 2024 school year.

Description:

Provide iPad Compatible Assessments for special education students through the 2024 school year.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$25,000.00

AS 1.2.1.5 Provide new special educational reading program.

Description:

Provide new special educational reading program.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$400,000.00

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

Description:

Kanawha County Schools increase the four year graduation rate by 1% annually. Overall Graduation rate for 2024 will raise for the four year cohort and the five year cohort, and by subgroups. Overall by Cohort FY 24 - TBD FY 23 - not available yet FY 22 Overall 88.09 Four Year Cohort (compared to WV Graduation Rate of 91.17%) 89.02 Five Year Cohort (compared to WV Graduation Rate of 92.65%) FY22 four & five year year Cohort by lowest Subgroups Latino Students 53.33% (This increased to 91.67 for the Five Year Latino Cohort. Perhaps due an additional year of EL support.) SWD 81% (This dropped to 77.05 for the five year cohort.) Economically Disadvantaged Students 81.45% (Decreased to 80.24% for the five year cohort)

S 1.3.1 Graduation support opportunities for students

Description:

Kanawha County Schools will provide a variety of graduation support opportunities for students.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development

AS 1.3.1.1 Kanawha County Schools will continue to maintain programs for trauma informed and trauma sensitive schools to support students in achieving graduation.

Description:

Kanawha County Schools will continue to maintain strategies to become more trauma informed and trauma sensitive to meet the social, emotional, and academic needs of all learners to support students in achieving graduation.

Person Responsible:

Duffy, McCorkle and others

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Speakers and Programs for SE Health & Well being	\$25,000.00

AS 1.3.1.2 Maintain the availability of credit recovery courses for high school students. Continue to place academic coaches in each high school through ESSERF funds to support students overcoming learning loss to make up credits in order to graduate on time.

Description:

Maintain the availability of credit recovery courses for high school students. Continue to place academic coaches in each high school through ESSERF funds to support students overcoming learning loss to make up credits in order to graduate on time.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/2/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$800,000.00

AS 1.3.1.3 Maintain and expand Flexible Scheduling Opportunities for students.

Description:

Maintain and expand Flexible Scheduling Opportunities for students, as follows: 1.) Virtual School (Grades 3-12) 2.) Homebound Instruction for students with health-related issues 3.) Collaborative Program at WVSU 4.) Alternative Schools Programs (Chandler, Chance, Day Report) 5.) Work Skills Program

Person Responsible:

Valery Harper, Megan McCorkle, Amon Gilliam

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Collaborative/Alternative Programs	\$2,200,000.00
Other	Other	ESSERF Support & Instr. Personnel	\$2,000,000.00
	Other	ESSERF Virtual	\$1,260,000.00
	Other	GB Homebound Instructio	\$2,000,000.00
Total			\$7,460,000.00

AS 1.3.1.4 The Graduation 2020 Project will remain in place to support students with disabilities.

Description:

The Graduation 2020 Project will remain in place to support students with disabilities. Seven Kanawha County High Schools have been designated as Graduation 2020 schools through the WVDE. Each school has a Grad 2020 Team and a Grad 2020 Plan to increase the graduation rate of students with disabilities at each school. For example, schools collect data and provide incentives for students to improve grades and attendance.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

5/27/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Graduation 20/20	\$8,000.00

AS 1.3.1.5 Continue to utilize courses through Virtual School to provide opportunities for Credit Recovery to students in grades 9-12.

Description:

Continue to utilize courses through Virtual School to provide opportunities for Credit Recovery to students in grades 9-12.

Person Responsible:
Valery Harper, Missy Ruddle, George Aulenbacher
Estimated Begin Date:
7/2/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Virtual Courses for Credit Recovery	\$100,000.00

AS 1.3.1.6 The Work Support Facilitator in each of the eight district high schools (or combined schools) will expand partnerships with business and industry to create new internship and apprenticeship opportunities for KCS students.

Description:
The Work Support Facilitator in each of the eight district high schools (or combined schools) will expand partnerships with business and industry to create new internship and apprenticeship opportunities for KCS students.
Person Responsible:
Kim Sallada
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	CTE Funds	\$800,000.00

AS 1.3.1.7 Continue to provide services to N & D students to support them in meeting graduation requirements.

Description:
Continue to provide the following services to N & D students to support them in meeting graduation requirements: Part Time Trauma Specialist, N&D Tutors, Extended School Year Services.iPads/Technology, counseling, social services, and materials.
Person Responsible:
Melissa Rider-Wilfong
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-D LEA	Extended School Year Services	\$5,800.00
	Title I-D LEA	Part Time Trauma Specialist	\$16,300.00
	Title I-D LEA	Two Contracted Tutors for N & D Students	\$16,500.00
Total			\$38,600.00

AS 1.3.1.8 Continue to provide three teachers for the Day Report program.

Description:
Continue to provide three teachers for the Day Report program.
Person Responsible:
Donnell Gilliam
Estimated Begin Date:
7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Salaries & fixed Costs	\$240,000.00

AS 1.3.1.9 Continue to provide online drug education classes to identified students.

Description:

Continue to provide online drug education classes to identified students.

Person Responsible:

Paula Potter

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Drug Education Classes for identified students	\$5,000.00

S 1.3.2 Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to increase the high school graduation rate.

Description:

Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to improve instruction and ultimately increase the high school graduation rate.

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA
WVSIPP	Support for beginning administrators
	Support for experienced administrators

AS 1.3.2.1 An expert presenter scheduled by Teacher Created Materials will present a keynote address and two breakout sessions on using AI effectively in schools to improve support, instruction, and ultimately increase graduation rate. This will be for all principals on August 11, 2023, at the Superintendent's Administrative Conference. The presenter's book will be provided to all conference attendees.

Description:

An expert presenter scheduled by Teacher Created Materials will present a keynote address and two breakout sessions on using AI effectively in schools to improve support, instruction, and ultimately increase graduation rate. This will be for all principals on August 11, 2023, at the Superintendent's Administrative Conference. The presenter's book will be provided to all conference attendees.

Person Responsible:

Tom Williams

Estimated Begin Date:

8/11/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Book on using AI in Schools	\$2,500.00
Other	Other	PSDF will fund the speaker.	\$5,000.00
Total			\$7,500.00

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

Description:

Title IV funds (FY 23 Carryover) will be used to support instruction by improving student well-being, student social/emotional health, and overall instruction provided to students. This will be measured by: 1.) a minimum decrease in student absences from August 18, 2023 to May 25, 2024, with data available in ZOOM and Performance Matters; 2.) a decrease in overall student discipline referrals, recorded in Performance Matters, WVEIS, and ZOOM; and 3.) attendance at school-based and LEA relevant professional development sessions, documented through the True North Logic Staff Development Attendance System

1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

Description:

Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

Component	Item Name
LEA ESEA Consolidated Plan	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
WVSIPP	Support for experienced teachers
	Support for other staff
	Professional development

1.4.1.1 Continue providing salaries for identified positions to support classroom instruction, SEL, and student well-being.

Description:

Salaries for the following positions to support classroom instruction, SEL, and student well-being: One FTE web master to maintain web pages by including information and updates to resources for supporting student instruction and student well-being, One FTE Integrated psychologist, Seven FTE Trauma Specialists to work with schools, One FTE Psychologist for the Therapy Bus, One FTE Counselor for the Therapy Bus, One FTE Academic Coach to support Classroom Management and Behavioral Intervention, providing embedded PD in classrooms to help teachers improve instruction, and Three FTE Instructional Coaches

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/27/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	.5 salary and fixed costs	\$38,658.00
	Title IV Part A	Salaries & fixed costs for positions	\$493,000.00
Total			\$531,658.00

1.4.1.2 Continue providing the salary for a full-time bus driver for the elementary school Therapy Bus.

Description:

Continue providing the salary for a full-time bus driver for the elementary school Therapy Bus, which will be staffed with a full time psychologist and counselor, traveling to provide emotional therapy to students at scheduled schools daily.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Salary	\$30,000.00

1.4.1.3 Continue to provide overtime pay for Therapy Bus Driver, if needed.

Description:

Continue to provide overtime pay for the Therapy Bus Driver in order to provide additional time to meet student needs.

Person Responsible:
Melissa Rider-Wilfong
Estimated Begin Date:
8/16/2023
Estimated Completion Date:
5/16/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Overtime for Therapy Bus Driver	\$1,500.00

AS 1.4.1.4 Provide supplies to support identified programs for instructional support and student well-being, including supplies for the Therapy Bus.

Description:

Provide supplies to support all programs & supplies identified in the Title IV funding application to support student instruction and well-being, including supplies for the Therapy Bus.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

5/27/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Supplies for all identified programs	\$162,235.00

AS 1.4.1.5 Fixed Costs for all positions funded through Title IV funds used to support improvement of instruction and programs for SEL and student well-being.

Description:

Fixed Costs for all positions funded through Title IV funds used to support improvement of instruction and programs for SEL and student well-being.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/3/2023

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Fixed Costs	\$154,600.00

G 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

Description:

Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

Description:

Active teacher and student engagement will be evident in all classrooms, monitored through the identified steps. 1. Attendance at the Engagement session for principals at the August 11 Superintendent's Conference. 2. An updated "LOOK FORs" document will be developed to measure both teacher and student engagement. 3. Classroom Walkthroughs to measure teacher and student engagement and next steps in Schoology. 4. Lesson plans will reflect engaging instruction. 5. Educator Evaluations will reflect quality, engaging instruction as at least Emerging (for new teachers), Accomplished, or Distinguished.

S 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

Description:

Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms in order to reach the ESSA goal of 100% certified teachers by 2030.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development
Third Grade Success Act	Multi-Tiered Systems of Support
WV math4life	Leadership Development
	Student Engagement

AS 2.1.1.1 Beginning Teacher Academic Coaches

Description:

Provide 7.5 full-time Beginning Teacher Academic Coaches and three, .5 part-time retired teachers to provide instructional support and classroom management support to all beginning teachers and experienced teachers requiring Support for Improving Professional Practice (SIPP). One Beginning Teacher Academic Coach will be funded through ESSERF funds; 5.5 through Title II, one through IDEA, and three retired teachers will provide part-time instructional and classroom management support to beginning teachers, funded through Step VII (d).

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	6.5 BTAC Salaries & fixed Costs	\$472,000.00
IDEA and State Aid Entitlement	IDEA School Age	Special Ed BTAC	\$91,000.00
Other	Other	1 BTAC through ESSERF	\$87,000.00
	Other	Three, .5 PT BT support professionals Step VII d	\$50,000.00
Total			\$700,000.00

AS 2.1.1.2 A .5 EL Academic Coach (.5 teacher) will support all EL teachers and provide training sessions to classroom teachers serving EL students.

Description:

A .5 EL Academic Coach/Lead Teacher will support all EL teachers and provide training sessions to classroom teachers serving EL students. (The .5 position, funded through federal Title III funds, is paired with a .5 EL teacher position, funded through GB, to make one full time teacher/academic coach position to support ESL instruction for approximately 200 students district-wide.)

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
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Consolidated	Title III EL	.5 salary and fixed costs	\$40,000.00
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AS 2.1.1.3 Provide 1/3 salary and fixed costs (Title II FY23 Carryover) and 2/3 salary & fixed costs (Title IV) for the Classroom Management Coach who will Support Teachers in developing good classroom management practices through coaching cycles in schools and classrooms..

Description:

Provide 1/3 salary and fixed costs (Title II FY2023 Carryover) and 2/3 salary & fixed costs (Title IV) for the Classroom Management Coach who will Support Teachers in developing good classroom management practices through coaching cycles in schools and classrooms..

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/4/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	FY 23 Carryover	\$25,000.00
	Title IV Part A	2/3 salary and benefits	\$50,000.00
Total			\$75,000.00

AS 2.1.1.4 Kanawha County Schools will provide 5.5 full-time EL teachers through the general budget and one additional full-time EL teacher (total 6.5) through ESSERF funds for one additional year (FY 24) to support students in gaining proficiency in English.

Description:

Kanawha County Schools will provide 5.5 full-time EL teachers through the general budget and one additional full-time EL teacher (total 6.5) through ESSERF funds for one additional year (FY 24) to support students in gaining proficiency in English.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Salaries and fixed costs for 5.5 teachers	\$480,000.00
	Other	Salary & fixed costs- 1 EL Teacher through ESSERF	\$100,000.00
Total			\$580,000.00

AS 2.1.1.5 All PreK-grade 3 classrooms will be assigned an ECCAT by the beginning of FY2026.

Description:

Each Elementary Classroom, *grades 1-3, will have one teacher (based on state teacher:student ratio) and one instructional ECCAT assigned, beginning with first grade in FY 2024 and continuing with ECCATS added to Grades 2 and 3 through FY 2026, when all PreK-3 classrooms will have an instructional ECCAT. ECCATS will serve as assistant teachers and provide instructional support to help students learn to read, perform math, and assist teachers with all other classroom duties. *Grades PreK and K currently have ECCATS/aides in place.

Person Responsible:

Thomas Williams

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

8/1/2025

Funding Application	Grant	Notes	Amount

Other	Other	FY 2024 Fixed Costs for K and 1st grade ECCATS	\$884,000.00
	Other	FY 2024 Salaries for K and 1st grade ECCATS	\$2,946,876.00
Total			\$3,830,876.00

AS 2.1.1.6 Teachers eligible for the KCS Alternative Certification Program, BEST (Beginning Educator Support & Training) will be hired to fill vacancies that cannot be filled by certified teachers, especially in the areas of special education, mathematics, and science. Teachers hired will complete the 3-5 year commitment to become certified teachers through the local program.

Description:

Teachers eligible for the KCS Alternative Certification Program, BEST (Beginning Educator Support & Training) will be hired to fill vacancies that cannot be filled by certified teachers, especially in the areas of special education, mathematics, and science. Teachers hired will complete the 3-5 year commitment to become certified teachers through the local program, as follows: Phase 1: 1 to 3 year timeline (Completes all professional learning and training, completes two classes, a 20 day practicum, completes remaining PRAXIS exams, and works with a Beginning Teacher Academic Coach (BTAC) weekly) Phase 2: 2 years on temporary teacher certification (Continues to receive support from the BTAC at least monthly and completes two graduate level classes) Phase 3: The teacher qualifies for the three year provisional teacher certification (The teacher is considered an experienced teacher and completes an additional six hours of graduate work, just as any new teacher would complete to renew the initial three year licensure.

Person Responsible:

Ron Pauley, Elaine Gayton

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Supplemental salaries/fixe & substitute coverage	\$50,000.00

S 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

Description:

Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Professional development
Third Grade Success Act	Science of Reading Instruction
	Science of Reading and Numeracy Professional Learning Opportunities
	Assessments: Screeners, Diagnostics, Benchmarks
	Multi-Tiered Systems of Support

AS 2.1.2.1 Provide financial resources to retrain KCS AP teachers in AP methods and instruction at least once every third school year.

Description:

Provide financial resources to retrain KCS AP teachers in AP methods and instruction at least once every third school year.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Advanced Placement Teacher Training	\$50,000.00

AS 2.1.2.2 Lead Teachers will provide training, support, and professional development to their content area colleagues.

Description:

Lead Teachers will provide training, support, and professional development to their content area colleagues. (Content Area Lead Teachers: World Languages, Read 180, PE, Social Studies, Health, Business, ESL, Autism, IV, Hi, ID, etc.)

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Supplemental Salaries for Lead Teachers	\$46,443.00

AS 2.1.2.3 Provide Professional Development in the Science of Reading Instruction to all K-5 elementary teachers, including new teachers, resident teachers/student teachers, and long-term substitutes placed in elementary classrooms, and training on utilizing the DIBELS Dyslexia Screener to K-3 teachers, as identified in HB3035.

Description:

Provide Professional Development in the Science of Reading Instruction to all K-5 elementary teachers, including new teachers, resident teachers/student teachers, and long-term substitutes placed in elementary classrooms, and training on conducting the DIBELS Dyslexia Screener to K-3 teachers, as identified in HB3035. Professional Development will include, but not be limited to: 1.) DIBELS Dynamic Screener, K-3 & Intervention 2.) DIBELS Dyslexia Screener, K-3 & Intervention 3.) Training on all components of the Science of Reading for appropriate grade level teachers (K-5) and & interventionists (Phonemic Awareness, Explicit Phonics Instruction & Word Recognition, Fluency, Vocabulary, and Comprehension. 4.) Offer a Personalized Learning Class, required for all teachers in the KCS alternative certification program, and available to all teachers to identify specific students needs and design appropriate interventions. 5.) Ongoing, sustained professional learning opportunities for all teachers of reading, K-8.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	DIBELS Training for K-2	\$5,000.00
	Step 7a	Stipend and Fixed Costs for Aug 11 Trainers	\$15,000.00
Third Grade Success Act	Third Grade Success Act	District Early Reading Specialist	\$100,000.00
	Third Grade Success Act	Heggerty Phonemic Awareness Program	\$10,000.00
	Third Grade Success Act	Materials and books for PD	\$10,000.00
	Third Grade Success Act	Screeners for Dyscalculia & Dyslexia	\$32,000.00
	Third Grade Success Act	Substitutes for teacher trainings	\$20,000.00
Total			\$192,000.00

AS 2.1.2.4 Teacher Leaders (TLs): 1. Each school will have 2-4 TLs. Responsibilities are being revised but will continue assisting teachers with data analysis and instructional Intervention 2. One retired educator: Serve as a Beginning Coach for new teachers in the PreSchool Special Needs Alternative Certification Program. 3. Two retired educators will serve as a Beginning Teacher Leader for new special education teachers in the Alternative Certification programs 4. Substitute coverage for teachers referred through SIPP for PD & support

Description:

Teacher Leaders (TLs): 1. Each school will have 2-4 TLs. Responsibilities are being revised but will continue assisting teachers with data analysis and instructional Intervention 2. One retired educator: Serve as a Beginning Coach for new teachers in the PreSchool Special Needs Alternative Certification Program. 3. Two retired educators will serve as a Beginning Teacher Leader for new special education teachers in the Alternative Certification programs 4. Substitute coverage for teachers referred through SIPP for PD & support

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Substitutes for TL training	\$173,191.74
Other	Other	Step VII-d: Stipends & Costs for Teachers Leaders	\$300,000.00
Total			\$473,191.74

AS 2.1.2.5 Teachers will attend WVDE Professional Development sessions, such as the summer 2023 INVEST Conference, AP Training, ECCAT courses, and other courses through WV LEARNS.

Description:

Teachers will attend WVDE Professional Development sessions, such as the summer 2023 INVEST Conference, AP Training, ECCAT courses, and other courses through WV LEARNS.

Person Responsible:

Missy Ruddle, Elaine Gayton

Estimated Begin Date:

6/5/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Substitute Coverage & fixed costs, as needed	\$5,000.00
	Other	WVDE GRANT	\$47,500.00
Total			\$52,500.00

AS 2.1.2.6 Utilize FY23 Carryover Funds to provide a full-time Director of Professional Development and Instructional Support to oversee programs in Kanawha County Schools, as per job description.

Description:

Utilize FY23 Carryover Funds to provide a full-time Director of Professional Development and Instructional Support to oversee programs in Kanawha County Schools, as per job description.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Fixed Costs from FY23 Carryover Funds	\$29,000.00
	Title II Part A	Salary from FY23 Carryover Funds	\$104,200.00
Total			\$133,200.00

AS 2.1.2.7 Provide Instructional/Curriculum Specialists and Academic Coaches to support curriculum and the instructional process for all teachers through a variety of funds, including FY23 Carryover.)

Description:

Provide Instructional/Curriculum Specialists/Coaches to oversee implementation of curriculum and the instructional process. 1 Math K-12 (FY2023 Title II Carryover); 1 Fine Arts K-12 (FY23 Carryover); 1 Early Literacy K-5 (Third Grade Success Act); 1 ELA specialist Grades 6-12 (ESSERF); 2 Special Education Curriculum and I and 1 Special Education Reading Coach, (IDEA); 2 Title I ELA & Reading (K-8); 2 Title I Reading Coaches; 2 Title I Math (K-8); 1 Classroom Management Academic Coach (1/3 salary FY23 Title II Carryover; 2/3 FY24 Title IV); 7.5 FTE Beginning Teacher Academic Coaches (BTACs) (5.5-Title II, 1-ESSERF, 1 IDEA) .5 Beginning Teacher Academic Coach/.5 Academic Coach in Target Schools (funded through Title II, and Title IV.)

Person Responsible:

Mccorkle, Ruddle, Gayton, Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	2 ELA & 2 Math Salary & Fixed Costs	\$360,000.00
	Title II Part A	1 BTAC ESSERF Carryover Salary & Fixed Costs	\$100,000.00
	Title II Part A	1/2 BTAC & Salary/Fixed	\$50,000.00
	Title II Part A	1/3 Classroom Mgnt. Coach - FY 2023 carryover	\$25,000.00
	Title II Part A	5 BTACs (Academic Coaches for BTs)	\$470,000.00
	Title II Part A	Math, K-12 and Fine Arts,K-12 FY23 Carryover	\$200,000.00
	Title IV Part A	1/2 Target School Coach	\$50,000.00
	Title IV Part A	2 Guided Reading Coaches	\$200,000.00
	Title IV Part A	2/3 Classroom Management Coach	\$75,000.00
IDEA and State Aid Entitlement	State Aid for Special Education	1 BTAC for special education	\$80,000.00
	State Aid for Special Education	2 Specialists Salary & Fixed Costs	\$160,000.00
Third Grade Success Act	Third Grade Success Act	Early Literacy Spec. Salary & Fixed Costs	\$100,000.00
Other	Other	1 ELA Specialist ESSERF salary & fixed costs	\$100,000.00
Total			\$1,970,000.00

AS 2.1.2.8 The Beginning Teacher Induction Program, BEST (Beginning Educator Support & Training), will be held for all new teachers, including teachers hired through alternative certification, Teacher Residents, and some long term subs, as space permits.

Description:

The Beginning Teacher Induction Program, BEST (Beginning Educator Support & Training), will be held for all new teachers, including teachers hired through alternative certification, Teacher Residents and some long term subs, as space permits. A week long BT Academy August 7-11, 2023; Monthly Professional Learning Opportunities, Embedded Professional Development provided by the BTACS in classrooms, observing experienced master teachers, and participation in all school-based professional learning opportunities. Additional components of the Alternative Certification program will include a 20 day practicum, graduate classes, and relevant professional learning opportunities during the three phases of alternative certification. NOTE: Supplemental Salaries and some substitute funds will be provided through Title II.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Carryover Substitutes for BT Training	\$100,000.00
	Title II Part A	Supplemental Salaries Aug 7-11 Academy	\$200,000.00
Other	Other	3 PT Retired BTACS (Spec Ed and PK-8)	\$50,000.00
	Other	Materials & Books Aug 7-11	\$50,000.00
Total			\$400,000.00

AS 2.1.2.9 Professional Learning to improve K-12 mathematics instruction will be offered through a variety of opportunities.

Description:

Professional Learning to improve K-12 mathematics instruction will be offered through a variety of opportunities, such as: 1.) Math User Groups by instructional level 2.) Carnegie Math Academies (by math component areas and levels, K-12) 3.) Title I Math specialists provide embedded professional learning in classrooms and on-going group sessions for Title I schools, by school and at the district level. 4.) The K-12 math specialist provide embedded professional learning in classrooms and on-going group sessions for all schools, by school and at the district level. 5.) State and national math conferences

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a		\$225,000.00

S 2.1.3 Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

Description:

Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Implement strategies to facilitate effective transitions for students between programmatic levels
WVSIPP	Induction of beginning teachers
	Support for experienced teachers

AS 2.1.3.1 Kanawha County Schools will utilize remaining ESSERF funds to 1.) provide a Beginning Teacher Academic Coach (BTAC) position for 2023-2024, and 2.) Provide an ELA Curriculum/Instructional specialist for one additional year, 2023-2024.

Description:

Kanawha County Schools will utilize remaining ESSERF funds to 1.) provide a Beginning Teacher Academic Coach (BTAC) position for 2023-2024, and 2.) Provide an ELA Curriculum/Instructional specialist for one additional year, 2023-2024.

Person Responsible:

Melanie Meadows

Estimated Begin Date:

7/2/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Additional BTAC & MATH SPEC - ESSERF	\$200,000.00
	Other	Guidance Counselors - ESSERF	\$1,260,000.00
	Other	K- 12 SCHOOL ACADEMIC COACHES - ESSERF	\$1,712,000.00
	Other	Social Workers - ESSERF	\$1,813,000.00
Total			\$4,985,000.00

AS 2.1.3.2 Remaining ESSERF funds will provide district instructional personnel to support the Virtual School program.

Description:

Remaining ESSERF funds will provide district instructional personnel to support the Virtual School program.

Person Responsible:
Melanie Meadows
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Salary & Fixed Costs	\$240,000.00
	Other	Virtual Schools - ESSERF	\$1,260,000.00
Total			\$1,500,000.00

AS 2.1.3.3 Remaining ESSERF funds will continue to provide an additional EL teacher for 2023-2024 to help EL students increase their English Proficiency.

Description:
Remaining ESSERF funds will continue to provide an additional EL teacher for 2023-2024 to help EL students increase their English Proficiency.
Person Responsible:
Elaine Gayton
Estimated Begin Date:
8/9/2023
Estimated Completion Date:
5/23/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF funds	\$65,000.00

AS 2.1.3.4 State EL carryover funds will be utilized to conduct a summer learning program for EL students in grades K-8.

Description:
State EL carryover funds will be utilized to conduct a summer learning program for EL students in grades K-8.
Person Responsible:
Elaine Gayton
Estimated Begin Date:
7/5/2023
Estimated Completion Date:
8/17/2023

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds	4 Teacher supplemental Salaries & Fixed Costs	\$8,000.00

S 2.1.4 All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

Description:
All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

Component	Item Name
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Professional development

Third Grade Success Act	Multi-Tiered Systems of Support
WV math4life	Student Engagement

AS 2.1.4.1 Provide two special education curriculum specialists and one reading specialist to support all special education classroom teachers in AU classrooms or multi-categorical/BD/ID classrooms.

Description:
Provide two special education curriculum specialists and one reading specialist to support all special education classroom teachers in AU classrooms or multi-categorical/BD/ID classrooms.

Person Responsible:
Megan McCorkle

Estimated Begin Date:
7/1/2023

Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Three specialists	\$240,000.00

AS 2.1.4.2 The following Student Support Personnel will be provided: Lead VI Teacher, four EBD Teachers, two EBD Aides, School Psychologist 1, 11 Speech Therapists, and seven OTs.

Description:
The following Student Support Personnel will be provided: Lead VI Teacher, four EBD Teachers, two EBD Aides, one School Psychologist, 11 Speech Therapists, and seven OTs.

Person Responsible:
Megan McCorkle

Estimated Begin Date:
7/1/2023

Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Professional Support and instructional Personnel	\$2,500,000.00

AS 2.1.4.3 KCS will provide the following: Student travel to and from school, as necessary; e-texts, books and supplies, technology hardware and software for instruction and support; Appropriate furniture, equipment, and devices, as required for instruction and by the IEP.

Description:
KCS will provide the following: Student travel to and from school, as necessary; e-texts, books and supplies, technology hardware and software for instruction and support; Appropriate furniture, equipment, and devices, as required for instruction and by the IEP.

Person Responsible:
Megan McCorkle

Estimated Begin Date:
7/1/2023

Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$100,000.00
Other	Other	Travel GB	\$50,000.00
Total			\$150,000.00

AS 2.1.4.4 Two additional part-time Beginning Teacher Academic Coach (retired special ed teacher/specialist) will be contracted to support beginning Special Education Teachers, including those hired through the alternative certification program.

Description:

Two additional part-time Beginning Teacher Academic Coach (retired special ed teacher/specialist) will be contracted to support beginning Special Education Teachers, including those hired through the alternative certification program.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step VII(d) Part Time BTAC salary and fixed costs	\$40,000.00

AS 2.1.4.5 Provide professional substitute teachers to cover for classroom teachers for professional learning.

Description:

Provide professional substitute teachers to cover for classroom teachers for professional learning.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Professional Substitutes	\$250,000.00

AS 2.1.4.6 Provide service substitutes for classroom aides in special education classrooms.

Description:

Provide service substitutes for classroom aides in special education classrooms.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Service Substitute coverage	\$200,000.00

AS 2.1.4.7 Provide additional clerical support for special education and provide overtime for clerical support for special education.

Description:

Provide additional clerical support for special education and provide overtime for clerical support for special education.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Overtime for Clerical Support	\$10,000.00

AS 2.1.4.8 CPI Intervention Training for all staff working with special needs students.

Description:

CPI Intervention Training for all staff working with special needs students.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$325,000.00

AS 2.1.4.9 Other professional services for Office of Exceptional Students

Description:

Other professional services for Office of Exceptional Students

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Other professional services	\$315,000.00
	IDEA Preschool	Communication devices for PreK students	\$5,000.00
Total			\$320,000.00

AS 2.1.4.10 Supplemental salaries for professional personnel to attend IEP meetings after the school day and to conduct student evaluations outside of his or her contract hours/days.

Description:

Supplemental salaries for professional personnel to attend IEP meetings after the school day and to conduct student evaluations outside of his or her contract hours/days.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$315,785.00

AS 2.1.4.11 Provide additional classroom support aides as needed.

Description:

Provide additional classroom support aides as needed.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$582,250.00
Other	Other	ESSERF	\$100,000.00
Total			\$682,250.00

AS 2.1.4.12 Secure Rental Space for Special Education Student Records

Description:

Secure Rental Space for Special Education Student Records

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

7/1/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$4,000.00

AS 2.1.4.13 Out-of-State Travel

Description:

Out of State travel for professional learning

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$5,000.00

AS 2.1.4.14 Student Travel - Field Trips

Description:

Student Travel - Field Trips

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$10,000.00

2.1.5 Federal Title I, IV, and School Improvement funds will be utilized to provide and monitor additional instructional services to students in identified schools.

Description:

Federal Title I, IV, and School Improvement funds will be utilized to provide and monitor additional instructional services to students in identified schools.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide services for homeless children and youth
	Other appropriate strategies identified by the LEA

2.1.5.1 Federal Title I Funds will provide the following district positions to monitor services and support instruction in Title I schools, and Title IV funds will be provided positions to monitor and support services, as well: 1 FTE Director, 1.0 FTE Coordinator/CPA, 1.00 Part-Time Office Assistant/Secretary, 2 Title I Reading Specialists, 2 Title I Math Specialists, 2 Title IV Reading Coaches, .5 Title IV/Title II (.5)Classroom Management Coach (FY 2022 Carryover).

Description:

Federal Title I Funds will provide the following district positions to monitor services and support instruction in Title I schools, and Title IV funds will be provided positions to monitor and support services, as well: 1 FTE Director, 1.0 FTE Coordinator/CPA, 1.00 Part-Time Office Assistant/Secretary, 2 Title I Reading Specialists, 2 Title I Math Specialists, 2 Title IV Reading Coaches, .5 Title IV/Title II (.5) Classroom Management Coach (FY 2022 Carryover).

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Salaries and Benefits	\$550,000.00
	Title IV Part A	Classroom Management fromFY 22 Carryover	\$250,000.00
Total			\$800,000.00

2.1.5.2 Provide a variety of district services to support instruction in Title I Schools.

Description:

Provide a variety of district services and personnel to support instruction in Title I Schools, such as: Technology hardware, software, and subscriptions; Family Support Social Workers; Materials and Supplies for the KCS Parent Community Resource Center; Long Term subs to provide effective support for classroom instruction; Substitutes to cover classroom instruction when teachers attend research-based professional learning; Research-based professional learning opportunities for teachers; 1 FTE Homeless Liaison and associated costs; Family Support Workers; four curriculum specialists to support math and reading instruction; and services provided to participating private schools.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$500,000.00
	Title IV Part A	Subs to be provided through Title IV FY 22 CO	\$0.00
Total			\$500,000.00

S 2.1.6 Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to increase the high school graduation rate.

Description:

Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to improve instruction and ultimately increase the high school graduation rate.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

Description:

Support Data: WV Summative Assessment MATH --2024 Math PM: 46.78% of students in Grades 3-8 will meet proficiency standards in math measured by the WV Summative Assessment (grades 3-8). --2024 Expected Math PM: 49.16% of students in Grades 3-8 will meet proficiency standards in math measured by the WV Summative Assessment (grades 3-8). --2022 Actual Results: 34% of students in Grades 3-8 achieved proficiency or above in math, with an additional 30% achieving partial mastery. --2023 Actual Results: 36% Proficient or Above Grades 3-8 (2% Increase) --2024 Actual Results: TBD WV Summative Assessment ELA 2022 ELA PM: 55.45% of students in Grades 3-8 meet proficiency standards in ELA, as measured by the WV Summative Assessment (grades 3-8). 2023 Expected ELA Performance Level: 57.52 % of students in Grades 3-8 will meet proficiency standards in ELA measured by the WV Summative Assessment (grades 3-8). 2022 Actual Results: 42.6 % of students in Grades 3-8 achieved proficiency or above in ELA (INCLUDES WRITING) 2023 Actual Results: 41% of students in Grades 3-8 achieved proficiency or above in ELA (INCLUDES WRITING) (decrease of 1.6%) 2024 Actual Results: TBD ELPA-21 Summative Assessment, Grades K-12: 12% of EL students achieved proficiency in English Language (Reading, Writing, Speaking, Listening) and exited services, with monitoring academic progress in place through the Title III program. 80% of EL students demonstrated progress toward English proficiency and achieved partial proficiency in English. Only 8% remained at the negligent level and have not achieved partial proficiency. A closer look at the data indicated the 8% are students new to Kanawha County, WV, or the United States.

S 2.2.1 Variety of Learning Opportunities

Description:

Kanawha County Schools will utilize a variety of flexible programs to support student learning at various grade levels.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Other appropriate strategies identified by the LEA

AS 2.2.1.1 Provide a variety of options for instruction to meet the needs of all students.

Description:

Kanawha County Schools will continue to offer the following opportunities for students to complete classes during the 2023-2024 school year: 1. Homebound Instruction for students who are unable to attend school due to illness or other situations 2. Virtual School (full time or blended) for high school, middle school, and now elementary students 3. Collaborative Program at WVSU for identified students 4. Alternative School Options for K-12 through the CHANCE program (K-5) and Chandler Academy (6-12) 5. Day Report Program 6. AP and Dual Credit Courses to earn college credit while in High School 7. IB Program at SCHS 8. Special Education Support in all settings, as identified 9. English Language Support in all settings, as identified 10. Support through the McKinney-Vento Act for homeless students and remaining ARP HCY 11. Funds to support Neglected and Delinquent (N & D) students

Person Responsible:

Aulenbacher, Gilliam, Lee, McCorkle, Ruddle,

Estimated Begin Date:

7/6/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$1.00

Other	Other	\$1.00
Total		\$2.00

AS 2.2.1.2 Continue to Maintain iPads and MacBooks for teachers and students in grades PK-12 to continue to support teacher instruction and student learning.

Description:

Maintain iPad and MacBooks with updated models, as needed, for teachers and students in grades K-12 in order to support instruction and learning. --Continue to provide updated iPads for all K-12 students. --Continue to utilize 420 new MacBook Airls for Middle School Labs for coding classes. --Continue to utilize two internal connections for eight middle and elementary schools. --Continue to use Bright Bytes Software to monitor and quantify tech learning process for the 1:1 student/iPad initiative. --Continue the annual renewal of Portal Guard for security purposes.

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/6/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a		\$2,900,000.00
Tools for Schools	Tools for Schools	420 MacBook airts for MS coding	\$427,560.00
	Tools for Schools	Bright Bytes	\$28,000.00
	Tools for Schools	last of 4 payments for 1850 4th gr iPads/Apple Car	\$177,174.00
	Tools for Schools	Portal Guard Security	\$15,000.00
	Tools for Schools - E-Rate Set Aside	Internal Connections	\$224,947.00
Other	Other	Step VII b reimbursement funds	\$800,000.00
Total			\$4,572,681.00

AS 2.2.1.3 All students in GRADES 3-8 will complete the computer adaptive, comprehensive interim assessment (CA-CIA) in Math, Reading/Writing at the beginning of the school year and again mid year. The CA-CIA is a comprehensive test that mirrors the WV General Summative Assessment in content standard coverage and reporting data in order to identify gaps in achievement and plan appropriate intervention, as well as to measure student achievement.

Description:

All students in GRADES 3-8 will complete the computer adaptive, comprehensive interim assessment (CA-CIA) in Math, Reading/Writing at the beginning of the school year and again mid year. The CA-CIA is a comprehensive test that mirrors the WV General Summative Assessment in content standard coverage and reporting data in order to identify gaps in achievement and plan appropriate intervention, as well as to measure student achievement.

Person Responsible:

Jon Duffy

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

1/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	Provided by WVDE - no additional cost to KCS	\$0.00

AS 2.2.1.4 Utilize data results from the WV General Summative Assessment, WV Alternate Summative Assessment, and ELPA-21 Summative Assessment to guide instruction and to monitor student achievement.

Description:

Utilize data results from the WV General Summative Assessment, WV Alternate Summative Assessment, and ELPA-21 Summative Assessment to guide instruction and to monitor student achievement.

Person Responsible:

Jon Duffy

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

4/29/2024

Funding Application	Grant	Notes	Amount
Other	Other	No additional funds	\$0.00

AS 2.2.1.5 Technology Devices and online connection services will be provided to all PreK-12 students in school and other locations.

Description:

Technology Devices and online connection services will be provided to all PreK-12 students in school and other locations. The following are, or will be, updated and in use by students and teachers: 1. Updated Student iPad Devices (This update just took place at the end of FY2023.) 2. Updated teacher devices (MacBooks and iPads (This update just took place at the end of FY2023.) 3. Internet connection services and up-to-date HotSpots, as needed 4. MacBooks for elementary STEM labs

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/3/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Tools for Schools	Tools for Schools	MacBook STEM Labs FY23 Carryover	\$500,000.00
	Tools for Schools - E-Rate Set Aside	Connection Services FY2023 Carryover	\$250,000.00
Total			\$750,000.00

S 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

Description:

Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

Component	Item Name
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for other staff
	Professional development

AS 2.2.2.1 Special Education Curriculum Specialists will work with high school teachers and staff to provide professional development and support for a co-teaching model.

Description:

Special Education Curriculum Specialists will continue to work with high school teachers and staff to provide professional development and support for a co-teaching model.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

5/17/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Special Education Curriculum Specialist Salary	\$5,000.00

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

Description:

Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

S 2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

Description:

State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Implement strategies to facilitate effective transitions for students between programmatic levels
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Professional development
Third Grade Success Act	Science of Reading Instruction
	Multi-Tiered Systems of Support
	Family Notification and Involvement
WV math4life	Student Engagement

AS 2.3.1.1 CSI Target Monitoring will be scheduled and conducted through state and local school visits/walkthroughs at: West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

Description:

CSI Monitoring will be scheduled and conducted through state and local school visits/walkthroughs at: West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

9/19/2023

Estimated Completion Date:

5/17/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	No additional cost	\$1.00

AS 2.3.1.2 Assist & provide technical assistance to principals, school leadership team members, and staff with continuous review of school data to address deficiencies.

Description:

Assist & provide technical assistance to principals, school leadership team members, and staff members with the development/revision of a school strategic plan designed to address deficiencies and specifically identified improvement areas for each assigned school. *Additional professional staff to support instruction *Work with principal to plan quality instruction *Assist principal develop a functional leadership team *Provide feedback of the effectiveness of collaboration to adjust instructional practices to meet student need *Conduct periodic classroom observations and provide feedback for the purpose of improving instruction *Provide PD

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

9/19/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	No additional costs	\$1.00

AS 2.3.1.3 Provide multiple opportunities for instructional support, professional development, and school-based support in CSI/Target Schools, Sharon Dawes, George C. Weimer, Dunbar Intermediate, West Side Middle, and East Bank Middle.

Description:

Sharon Dawes: Salaries for a full-time basic skills interventionist and an instructional classroom aide West Side Middle School: -Salary for a Student Support Center Teacher -Portion of CIS Site Facilitator salary -PBIS signage -Leadership Team allocations based on comprehensive needs assessment -10 day supplemental contract for behavior interventionist -10 day supplemental contract for Restorative Justice facilitator -Saturday PD and planning sessions (materials and supplemental salaries) CSI-ATS Schools: East Bank Middle School: -iReady licenses for all students -Summer Academy materials and supplemental salaries -Co-Teaching books and PD sessions Dunbar Intermediate: -Supplemental Salaries (PD sessions) -Extended Learning Opportunities (materials and supplemental salaries) -LETRS Stipends Weimer: -Supplemental Salaries (PD sessions) -Extended Learning Opportunities (materials and supplemental salaries) -LETRS Stipends All hiring of staff and supplemental contracts: July and August 2023

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$514,129.00

3 All Kanawha County Teachers will utilize data to plan and provide data driven instruction to students using a variety of formative and summative assessments. This will be measured by attendance at instructional monitoring meetings, attendance at training sessions on PL Days through the staff development monitoring system, True North Logic, and supporting documentation collected by principals and district leaders.

Description:

All Kanawha County Teachers will utilize data to plan and provide data driven instruction to students using a variety of formative and summative assessments. This will be measured by attendance at instructional monitoring meetings, attendance at training sessions on PL Days through the staff development monitoring system, True North Logic, and supporting documentation collected by principals and district leaders.

PM 3.1 All Kanawha County Teachers will effectively use data provided through a variety of assessments to monitor student progress and plan effective intervention, when needed, in all Core classes.

Description:

All Kanawha County Teachers will effectively use data provided through a variety of assessments to monitor student progress for instruction, effective intervention, attendance, and social emotional well-being, as needed, in all classrooms. Data will come from the following sources: 1. principal and district administration walkthroughs, observations, and focus groups. 2.) Data reports through ELERS (PK), DIBELS8, The DIBELS 8 (K-2) Dyslexia Screener (K-2), SAVVAS, Literature Footprints checklists, CIA Benchmark Assessments (3-8), IMAs (3-8), SAVVAS Success Maker Math (K-8) and Reading (K-12), ALEKS ((9-12), ELPA 21 Screener and ELPA Summative Assessment, WV Summative Assessment (K-8), SAT (11th), Student Attendance, Behavioral Referrals in WVEIS, and overall data compiled in ZOOM and Performance Matters.

S 3.1.1 Teachers will use a variety of data sources to access current student data and analyze data by whole group, sub groups, and individual students as needed for academic monitoring and to plan specific intervention.

Description:

Teachers will use a variety of data sources to access current student data and analyze data by whole group, sub groups, and individual students as needed for academic monitoring and to plan specific intervention. (CIA Benchmarks, IMAs, DIBELS8 (K-3), DIBELS Dyslexia Screener (K-2), SAVVAS/Success Maker, ELPA 21 Screener and ELPA Summative Assessment, WV Summative Assessment, SAT, attendance, behavioral infractions, etc.)

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA
WVSIPP	Support for beginning administrators
	Support for experienced administrators
	Professional development

AS 3.1.1.1 Training on utilizing data obtained through Performance Matters (or an alternate platform such as BARR) will be provided to all NEW KCS School-based Teacher Leaders, BTACS, and specialists in order to support teachers in all schools.

Description:

Training on utilizing data obtained through Performance Matters (or an alternate platform) will be provided to all NEW KCS School-based Teacher Leaders, New BTACS, and New specialists in order to support teachers in all schools.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

12/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Step VIId stipend for new TL training, as needed	\$25,000.00
	Other	StepVII(d) funds for three retired B/TACS to suppo	\$50,000.00
Total			\$75,000.00

AS 3.1.1.2 Through Step VII(d) funds, Teacher Leaders and Academic Coaches will provide support to teachers experiencing difficulty planning and assessing effective classroom instruction and intervention to students in all content areas.

Description:

Through Step VII(d) funds, Teacher Leaders and Academic Coaches will provide support to teachers experiencing difficulty planning and assessing effective classroom instruction and intervention to students in all content areas.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step VII d. Stipend of \$1500 for 225 TLs	\$315,000.00

AS 3.1.1.3 Data monitoring meetings will be conducted regularly in schools with teachers and teachers leaders working together. The principal and district level administration and specialists will monitor the school-based monitoring process in schools and will monitor data from CIA Benchmarks, SuccessMaker, DIBELS, etc. to plan instruction and intervention, with documentation provided.

Description:

Data monitoring meetings will be conducted regularly in schools with teachers and teachers leaders working together. The principal and district level administration and specialists will monitor the school-based monitoring process in schools and will monitor data from CIA Benchmarks, SuccessMaker, DIBELS, etc. to plan instruction and intervention, with documentation provided.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

4/29/2024

Funding Application	Grant	Notes	Amount
Other	Other	No additional costs	\$1.00

Required Items [Expand All] [Collapse All]

Component
Met1) **Monitor students' progress in meeting the challenging State academic standards**

Address strategies to monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing well-rounded program of instruction
- Identifying at-risk students
- Providing additional educational assistance
- Implementing instructional and other strategies to improve student learning

Explanation

I. Support to increase student attendance in order to support academic achievement is as follows:

1. A variety of flexible attendance opportunities continue to exist in Kanawha County Schools in order to help students master the rigorous academic standards at each instructional level. Examples for 2023-2024 included the following: In-Person Instruction at each school; K-12 Virtual School; Two locations for the CHANCE alternative program for K-5 (by referral); Chandler Academy; High School Magnet Programs; the Collaborative Program for HS Juniors & Seniors with WVSVU; and Homebound Instruction as needed for medically fragile students.

2.) N & D students are provided the same services regular students are provided. Kanawha County Schools provides books, iPads, materials, counseling services, and after school learning opportunities to the Day Report Program, and transition services are provided to students enrolled in Recovery Point. Students attending the KCS Day Report Program are provided with teachers.

II. Increase Student Academic Achievement:

3.) Interventions, student groupings, and methods of instructional delivery are based on data analyzed by Title I and classroom teachers at monthly monitoring meetings. Data sources include, but are not limited to the following: performance on the WVGSA, CSI Interim assessments, classroom performance, and other screening/assessment data (DIBELS, ELPA Screener and ELPA 21, etc.). All teachers were trained by Teacher Leaders (TLs) to utilize data compiled through Performance Matters to plan Instruction and intervention. Intervention is provided by Title I teachers and interventionist, as well as classroom teachers, and focuses on the academic areas of Reading/English Language Arts and Mathematics. Reading practices are based on the *Science of Reading* At the elementary level. Many elementary teachers, identified in pilot school throughout FY 23, were trained in LETRS practices. **Through the Third Grade Success Act, Reading/ELA emphasizes intense instruction at the primary grade levels to assist students to be able to read on grade level by third grade, which is an indicator of later school success including graduation.** Guided reading for comprehension is in place for grades 3-5 and beyond. Early Literacy Teams are in place in each elementary school to expand professional development for teachers. **All K-2 teachers are being training on August 15, 2023, on using screeners for Dyslexia and Dyscalculia.** Intervention will follow for all students based on the results of various formative and summative assessments.

b.) During the past few school years, school-based Teacher Leaders participated in professional learning that focused on grading and assessment processes to better align assessment with instruction. Although this has been done in the past, with the number of new teachers and principals in schools it was necessary to revisit practices already in place. Small groups, led by Teacher Leaders in each school, by grade level, content area, or vertical across grade levels, designed assessments aligned with instruction to improve instructional needs based on student data. Schools were in the process of developing consistent grading practices for student assessment when buildings closed due to Covid 19. Practices will continue in place now, throughout the 2023-2024 school year.

c.) All teachers and students in grades K-12 have now been provided with iPads and use the iPads as a tool to enhance blended learning, direct instruction, and to increase student engagement in all content areas. In addition, all teachers have a MacBook used for multiple instructional purposes. When Covid 19 closed school building doors, teachers and students were able to continue instruction remotely through the LMS, Schoology, with little learning time lost. All students in grades 3-12 have a county-issued iPad, and all elementary schools now have a 1:1 device ratio for students in grades K-2, as well. School without 1:1 ratio in the primary grades utilized Kick Board on home devices -OR were provided paper packets, if necessary.

d.) Kanawha County Teachers have been using Schoology, a Learning Management System (LMS), for seven years. The LMS allows effective management and monitoring of continued learning and assessment. Schoology has been used effectively to engage students through blended learning in identified science, ELA, social studies, music/art, and mathematics classrooms. Additional components included to balance the instructional program include science and secondary labs, Defined STEM, and robotics.

e.) Through use of the Schoology LMS, throughout periods of remote instruction due to Covid 19, students were able to complete and submit assignments, complete formative assessments, utilize a variety of apps for learning, research, and to complete assignments, and meet face-to-face with teachers through MS Teams or Schoology conferencing for instructional time, one-on-one support, and class demonstrations. Monitoring student time logged in to Schoology identified an opportunity for successful student engagement and regular participation. The school district worked with local Internet providers and has provided hot spots to ensure all students have Internet access through the 2023-2024 school year.

f.) All teachers continue to have access to the state standards aligned through Rubicon Atlas, and at this time, all standards have been aligned with curriculum in Schoology, as well.

g.) Professional Learning: During the period of remote teaching/remote learning, daily instructional webinars were conducted live for teachers through Schoology Conferencing as a professional learning opportunity. The webinars helped teachers refine instructional skills to effectively deliver remote instruction. Throughout the 2023-2024 school year, classes to continue expertise in using technology as an instructional tool are scheduled and include: Foundations of Technology, Blended Learning, and Advanced Technology Integration.

h.) Additional professional learning continues in place for teachers through remote and face-to-face opportunities as follows: Early Literacy, LETRS/SCIENCE of READING, Intervention Strategies, administering the DIBELS Dyslexia Screener, a series of assessments identified for Dyscalculia, Carnegie Math Academies, Math User

Groups, Technology User Groups, Robotics and STEM, ELA/Writing Process, Technology integration and Remote Teaching and Learning, Refresher AP training for teachers, Grading and Assessment Practices, and a variety of opportunities to support learning through sessions on identifying and supporting students suffering from social and emotional trauma.

i.) Teacher and student iPad devices have been in place since 2014 through the KCS Learning 20/20 initiative. This began in August 2014 with a great amount of professional development for teachers beginning with a four day PLC facilitator training and then being implemented in all schools through school-based PLC training and development sessions. All teacher and student iPads continue to be replaced with newer models alternating school years. All elementary schools now have the 1:1 ratio through primary grades, funded through Title I or fund-raising activities, and they will continue to utilize the devices.

j.) Students are identified for extra support through continuous informal formative assessments and the WVGSA. Teachers meet to discuss interventions a variety of ways. Most elementary schools conduct monthly monitoring meetings to discuss and plan effective intervention. Middle schools have team planning time during which they can monitor and plan intervention, and high schools make time through a variety of efforts. Two high schools have been awarded waivers for Reimagining Time and use the varied schedules to meet and plan to improve student learning.

k.) EL Students are provided with instructional support by a team of seven full-time certified EL teachers who work closely with classroom teachers to identify support needs. During occasional periods of remote teaching and learning, EL teachers conducted virtual conference time with students to help and support them with classwork provided by the general education teachers and in increasing English proficiency through virtual mini lessons.

l.) Special Education students have a variety of curriculum opportunities available to meet personalized needs through personalized learning plans.

3. Increase Graduation Rate:

a.) A variety of CTE programs are in existence provide students opportunities for college and career readiness. A collaborative program is held in conjunction with West Virginia State College for high school students who may not be successful in regular school programs. Through the collaborative program, eligible students earn college and high school credit at the same time. Many AP and Dual Credit classes are available in high schools through which students can also earn high school and college credit simultaneously. An alternative program is in place for middle and high school students experiencing emotional and/or behavioral problems, and the CHANCE program provides a six- week opportunity for elementary students demonstrating social, emotional, and behavioral issues. As a last resort, Homebound Instruction is provided for students unable to attend school due to illness or other problems.

b.) The same learning opportunities are provided for N & D students through a variety of settings, including KCS Day Report, Patchwork, and Recovery Point Transition. N & D students are provided to iPads and other instructional materials, learning games, and books. A psychologist, social worker, counselor, and teachers are provided to the N & D program to assist student social emotional learning needs.

c.) Virtual school is available for students in grades 3-12 and currently has over 800 Kanawha County students enrolled.

d.) The availability of such a large number of opportunities for students to attend school and professional learning for teachers to adapt to student Social Emotional Learning needs has helped Kanawha County increase the student attendance and graduation rate.

e.) Graduation support for special ed students through Grad 20/20 is in place in all high schools.

f.) EL students receive support for graduation through Title III services. Seven FTE EL Teachers provide instructional support and communicate with students and families about graduation requirements and the importance of attendance and graduation.

g.) Celebration of attendance-Celebrate and recognize students with 95-100% attendance throughout the school year.

h.) math4life-Use this program for professional development for math teachers to increase problem-solving skills.

4. CSI: Additional support provided to CSI Schools and Target Schools will include:

- a.) Sharon Dawes Elementary CSI
- b.) West Side Middle School CSI
- c.) George Weimer Elementary Target School (Closing at the end of FY 2024 so funds are limited.)
- d.) East Bank Middle School Target School
- e.) Dunbar Intermediate School Target School

Former CSI Schools received continued support throughout the 2023 school year:

Mary C. Snow West Side and Piedmont Elementary Schools:

- Met regularly with principals to address needs and provide suggestions for improvement.
- Provided technical assistance to principals, school leadership team members and staff members with the development/revision of a school strategic plan designed to address specifically identified improvement areas for each assigned school.
- Assisted principals and staff in the continuous review and discussion of overall school and student data to identify deficiencies and plan quality instruction to address improvement of student progress.
- Regularly observed classroom instruction and provide feedback to improve instructional practice.
- Analyzed data and monitor instructional practices for improvement

b.) Riverside High School

Teacher collaborative teams worked together in a variety of ways. The cohort teams, such as English 9, Biology, and World History, worked together to create engaging, standards-based activities and assessments. The department teams (English, Science, Foreign Languages) worked to increase the reading comprehension and problem-solving skills for all students. Cross-curricular teams met with grade-level teachers to also increase reading comprehension and problem-solving skills.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

2.2.1 Variety of Learning Opportunities

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

2.1.3 Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

2.1.5 Federal Title I, IV, and School Improvement funds will be utilized to provide and monitor additional instructional services to students in identified schools.

2) **Address equity of students taught at higher rates by ineffective or inexperienced teachers**

Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers

Explanation

Students in all Title I Schools are provided an opportunity for both intervention services during the school day and tutoring services conducted by qualified teachers to continue to provide supplemental equitable instructional services.

By focusing on improved social and emotional well-being, both the attendance rate and graduation rates will increase because students will have various support programs in place to help them deal with issues that may interfere with attendance and graduation. This will include identifying and retaining qualified, supportive teachers.

A full-time classroom management coach has been employed and continues to work with K-12 teachers, supporting them to develop classroom management techniques.

Teachers in elementary schools serving students who demonstrate low reading/ELA achievement will receive instructional support from a Reading Coach at the early grade levels.

Recruiting, Identifying, and retaining effective teachers has been an area in which opportunity for improvement continues to exist in some Kanawha County Schools.

Some inner city school and rural schools have a consistent turnover of teachers each school year. To support teachers in identified inner city and rural schools, some opportunities exist that entice them to remain at the specific schools.

Piedmont Elementary follows the Balanced Calendar. Students and teachers are in school for nine weeks, and after each nine week grading period there is a three week break. The school begins the instructional year in early July, then ends the first quarter in September. This is followed by a three week break. The second nine week grading period ends in mid December and is followed by a three week break with subsequent breaks after the third and fourth nine weeks. This provides a three week break in the spring, and normally a six-seven week break in the summer following the end of the school year. This schedule entices some teachers to remain at the school.

All year one and year two beginning teachers are provided with a Beginning Teacher Academic Coach (BTAC) who provides consistent support and modeling strategies and instruction in classrooms. Kanawha County Schools has seven full time BTACs and four part-time BTACs who work with new teachers all day, every day of the school year. In addition, prior to the beginning of school a five day

orientation is held for beginning teachers, and they are paid a \$1000 stipend to attend. This has been a financial incentive to recruit and has been somewhat effective in retaining teachers after the first year. Throughout the school year beginning teachers are supported by the academic coach and attend monthly professional development for new teachers on a variety of topics such as content related sessions, effective delivery of instruction, technology, and classroom management.

Kanawha County Schools has successfully trained and retained approximately 80% of over 130 new teachers hired through alternative certification in the past eight school years. In addition, Kanawha County has developed a local Teacher Performance Assessment (TPA) that was approved by the WVDE. At one time it was going to be required for alternative certification programs, and although that did not become a requirement in WVBE Policy 5901, the TPA was piloted with new teachers and is ready to utilize when needed. Instead, the TPA will also be used as a guide for teachers needing instructional support through SIPP.

Various scheduling opportunities exist for students in Kanawha County Schools, and this has indicated some increase in both student attendance and graduation rates. Opportunities include Virtual School for all grade levels, a variety of CTE programs, Options Pathway, and magnet high schools where students may attend based on interest (IB Program at SCHS, School of Arts & Dance at CHS, AP Programs at GWHS, Trimesters at SAHS, New, state-of-the art Herbert Hoover High School, etc.) . Homeless students continue to receive consistent support and attend the schools of their choice based on ease of attendance and interest. N & D students are provided with all opportunities students in regular schools receive.

Teachers participate in monthly school-based professional development led by trained Teacher Leaders in their home schools. Throughout 2023-2024, they will continue to focus on utilizing data gathered through *Performance Matters* to plan data driven instruction and intervention for students to overcome learning loss and exceed standards.

Opportunities to keep student on track with the four-year cohort for graduation include Grad 20/20 for special education students, CTE opportunities, Virtual School, specialized programs at high schools, support for homeless students, and support for N & D students. After school tutoring is provided in all high schools and extended year programs are provided for special education and EL students, as well as for primary students.

1. New CSI and Target Schools are as follows, and will be provided with academic support services:

CSI - Sharon Dawes Elementary, West Side Middle School

Target Schools - George Weimer Elementary, Dunbar Intermediate, and East Bank Middle School

Support will include, but will not be limited to:

- Meet regularly with principals to address needs and provide suggestions for improvement.
- Provide technical assistance to principals, school leadership team members and staff members with the development/revision of a school strategic plan designed to address specifically identified improvement areas for each assigned school.
- Assist principals and staff in the continuous review and discussion of overall school and student data to identify deficiencies and plan quality instruction to address improvement of student progress.
- Regularly observe classroom instruction and provide feedback to improve instructional practice.
- Analyze data and monitor instructional practices for improvement

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

§ 2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools**

Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

Explanation

Regular Support Team Observations and follow-up discussions have been held to provide comprehensive support with schools targeted for improvement.

Eight Elementary Schools continue to be Pilot schools for LETRS (Learning Essentials for Teaching Reading and Spelling), a research-based professional learning series to help teachers become better teachers of reading. In addition, there is at least one teacher involved in LETRS from each of the other 34 elementary schools. A LETRS cohort for administrators is also in place to help principals better understand the research-based reading principles behind LETRS so they can better support teachers.

K-5 teachers in all elementary schools are receiving professional development in the practice of scientifically researched reading practices. K-1 teachers in all elementary schools are receiving professional learning in the Heggerty Phonemic Awareness Program. K-2 and special education teachers in all elementary schools are receiving training to administer the DIBELS 8 Dyslexia Screener and screener(s) for Dyscalculia in mathematics.

Schools have been required to modify their strategic plans and discuss various changes in instructional strategies and scheduling in the meetings. Follow-up walk throughs take place in the identified schools to monitor implemented changes. Instructional Practices Inventory (IPI) has conducted in identified schools with follow up debriefing held to discuss methods to increase student cognitive engagement and eliminate un-engagement and time off-task. Instructional practices, such as blended learning, technology integration, and supplemental student services have been implemented as well. The *Third Grade Success Act* is in place to support all elementary schools, including CSI and Target schools. An early literacy specialist is also funded through funds associated with the *Third Grade Success Act*.

Opportunities for flexible scheduling to support attendance and learning and support for CSI schools have been described in components 1 and 2 in this section. (See above.)

§ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

§ 2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs**

Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

Kanawha County Schools provides three, full-time certified teachers through the General Budget, tutoring services, psychological services, and instructional materials for the Day Report Center, A Kanawha County Schools program to which students attend as a result of court order.

Both Daymark's Patchwork Program and Recovery Point Transitions are provided with tutoring services through Title I - Part D funds, iPads, books, games, and instructional resources. A state transition specialist works with local schools to assist students in the transition process from institutions back into public schools, when appropriate. Tutoring services are available, as well.

Kanawha County Schools provides teachers for two Second CHANCE programs. One program is located at Edgewood Elementary, and now serves students from the Eastern end of Kanawha County through Charleston. A additional CHANC program opening in August 2023 and is being located at Anne Bailey Elementary. This additional program will serve students in Grades K-5 West of Charleston. CHANCE is an alternative program for elementary students displaying behavioral and emotional issues in regular school. Younger students may be heading toward delinquency if intervention is not provided. However, students at CHANCE do not meet the definition of delinquent or neglectful.

The Alternative School at Chandler Academy serves students in grades 6-12. It is fully staffed and also provides counseling and psychological services to students. Like CHANCE, students do not meet the definition of as negligent or delinquent. Both Chandler Academy and CHANCE are proactive, preventive services to students.

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

§ 1.3.1 Graduation support opportunities for students

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

S 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

S 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

S 2.2.1 Variety of Learning Opportunities

5) **Provide services for homeless children and youth**

Address strategies to provide services for homeless children and youth

Explanation

Homeless – Through McKinney-Vento funds, KCS now employs three full time Homeless Liaisons and two contracted part-time tutors (retired teachers) to provide services to approximately 500 identified homeless students in all KCS schools regardless of Title I status of the school. The grade spans of students served includes pre-k, elementary, middle and high school. Documentation of the schools and number of students served for the 2022 school year may be found in the WVEIS Homeless Children and Youth Report.

Parent notification of their rights and the rights of their children is made available publicly through dissemination of such notice in the annual KCS Parent – Student Handbook published by Charleston Newspapers on behalf of Kanawha County Schools, through posters in all schools, public agencies, homeless shelters and food pantries, through the McKinney-Vento brochure developed by the WVDE which is also made available at all schools, public agencies, the KCS Parent & Educator Resource Center at Edison, homeless shelters and food service centers. Parents also receive a Notice of Referral Letter for students who have been referred for loss of permanent housing which provides an overview of their rights and the KCS contact information for the Homeless Facilitators. Students are identified by the school as eligible for services through the process of the Student Residency Questionnaire and by school staff members. Community members may also identify eligible students and refer the students to the Homeless Facilitator. Once the student is identified as McKinney-Vento eligible, the parent/guardian is contacted by the Homeless Facilitator, either by phone or letter, regarding the student's rights and their specific needs. Identified needs are addressed and appropriate resources are provided to the student.

KCS Attendance Policy J19 also addresses the education rights of homeless students and requires school personnel to notify parents or guardians of their children's rights regarding educational and related opportunities including immediate enrollment and transportation to the school of origin. Determination for attendance at the student's school of origin is made through a process of discussion between the students when appropriate, the parent/guardian, the Homeless Facilitator, and other key KCS personnel. Special consideration is given to students who may require such services as EL instruction, special education, or remedial education and whether or not these services are provided at the school of origin or at the school of residency.

The academic/graduation/dropout rates for identified students are reviewed and monitored by the Homeless Facilitator. Data sources include the student's performance on the WVGSA, attendance, and discipline reports. Students requiring addition instruction and interventions are referred by the Homeless Facilitator to the tutor hired by KCS to provide additional instruction and interventions. The tutor works collaboratively with the student's regular classroom teacher(s) to develop appropriate instruction and interventions and to monitor student progress. Students with other specialized needs (special education, ELL services) are referred to appropriate school personnel, the KCS Director of Special Education, or the KCS EL Lead Teacher or Title III Director.

Lastly, Kanawha County Schools staff are required to complete an online staff development course specifically related to the federal law McKinney-Vento regarding the identification of homeless students and their rights, which include immediate enrollment and transportation to the school of origin (or choice). KCS Attendance Policy J19 also addresses the education rights of homeless students and requires school personnel to notify parents or guardians of their children's rights regarding educational and related opportunities including immediate enrollment and transportation to the school of origin.

S 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

S 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

§ 1.3.1 Graduation support opportunities for students

§ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

§ 2.2.1 Variety of Learning Opportunities

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.5 Federal Title I, IV, and School Improvement funds will be utilized to provide and monitor additional instructional services to students in identified schools.

6) Provide effective parent and family engagement

Address strategies to provide effective parent and family engagement

Explanation

Parent and family engagement is a critical component in all Title I schools. Title I principals receive information and training regarding effective strategies to promote parent and family engagement at their annual Title I budget meeting. Title I teachers receive training on effective parent and family engagement activities at their annual Title I orientation sessions. Staff in all schools receive training on how to work effectively with parents and families as partners in their child's education. Staff from the KCS Parent and Community Resource Center provide information to schools and families on how to engage and work with each other to promote student academic achievement. The KCS Superintendent of Schools conducts an annual Superintendent's Retreat where parents, families, students, and community and business leaders meet to discuss goals, successes, and issues that are subsequently addressed through the KCS strategic planning process.

Parent notification of their rights and the rights of their children are announced publicly through dissemination of such notice in the annual KCS Parent – Student Handbook published by Charleston Newspapers on behalf of Kanawha County Schools, through posters in all schools, public agencies, homeless shelters and food pantries, through the McKinney-Vento brochure developed by the WVDE which is also made available at all schools, public agencies, the KCS Parent Community Resource Center, homeless shelters and food pantries. Parents also receive a Notice of Referral Letter for students who have been referred for loss of permanent housing which provides an overview of their rights and the KCS contact information for the Homeless Facilitator. Students are identified by the school as eligible for services through the process of the Student Residency Questionnaire and by school staff members. Community members may also identify eligible students and refer the students to the Homeless Facilitator. Once the student is identified as McKinney Vento eligible, the parent/guardian is contacted by the Homeless Facilitator either by phone or letter regarding the student's rights and their specific needs. Identified needs are addressed and appropriate resources are provided to the student.

1. The SCHOLOGY LMS has enabled parents to see students assignments and the student's scores on specific assignments after completion in addition to viewing student assignment points and letter grades. SCHOLOGY provides greater parent involvement with detailed information on student performance. Parent training sessions on how to use Schoology are provided.

2. Title I Schools must allocate a specific amount of funds toward parent involvement and many hold fun, engaging family events that focus on academic strategies and technology to entice parents and families to attend.

3. The Parent Educator Community Resource Center is staffed with a full-time, Parent Educator/Specialist and two parent assistants, part-time, to support parents of students with IEPs. The Parent Educator Community Resource Center provides at least four speakers per year to address specific issues parents/guardians may deal with such as ADHA, Behavior Issues, Autism Awareness, Study and Homework Tips, etc. The staff is also available to visit individual schools during PTO/PTA meetings or other gatherings to provide information. In addition, national experts are often brought in to address parents, community, and educators on dealing with specific issues affecting students or students academic performance.

4. The seven full-time EL teachers visit parents to provide support and act as liaisons between family and school, directing them to interpreters when needed and community and school services. The EL program works with a local community literacy program to provide funds for parent EL classes and provides information to parents to learn English. In addition, a summer program held for ELs in grades K-8 is open to parents and siblings for breakfast when the children are brought to the program. Parts of the parent-student handbook are printed in various languages that represent the community.

5. All schools provide parent events to encourage participation in their children's education and well-being. These events range from school performances to learning events held for parents after school or during the school day.

6. The EL program also provides various activities to encourage parents to improve their own English language while maintaining their first language. Research indicates students that maintain their first language and read using their first language perform better academically in English.

Parent activities at Title I elementary and/or middle schools include the following:

-Virtual K transition and in-Person meetings - Virtual transition is still available as needed, but in-person transition meetings are conducted by the Parent Educator Resource Center, as well.

-Open House is conducted at the beginning of each school year in most schools, and in all Title I schools.

-In Person, individually-scheduled Open House

- Parent Academy (Parent Educator Resource Center)
- Parent Help Desk
- Summer Backpack program
- Clay Center Family Night
- Grandparent Support Training
- LSIC/PTO meetings
- Area LSIC meetings
- Schoolology/Math Help virtual meetings
- Title I Parent Night Parade
- Strong Families Webinars

7) **If applicable, support, coordinate, and integrate services with early childhood education programs**
 Address strategies to support, coordinate, and integrate services with early childhood education programs



Explanation

- Kanawha County Schools provides support for PreK Special Needs teachers through both the KCS General Budget, and the Titles II and III Federal Grant. Title III extended day programs for EL students is now available for grades PK through 8 through the State grant. Additional Professional Learning Opportunities include PreK Special Needs, with advanced focus on Phonemic Awareness in the adopted PreK Curriculum. The federal Title III grant supports students enrolled in all Kanawha County Pre-School Programs and in all collaborative Pre-School Programs to ensure Pre K is available to all students.
- Title III Federal Funds also provide the salary and fixed costs for a .5 part-time Instructional Specialist to support the group of EL Teachers and classroom teachers serving EL students.
- In order to attract certified PreK Special Needs Teachers, Kanawha County Schools applied to the WVBE for the endorsement, PreK Special Needs, to be added to the approved Special Education Alternative Certification Program already in place in Kanawha County. The endorsement to hire and train PreK teachers through the Alternative Certification Program was approved in July 2023. Six additional PreK Special Needs teachers have been hired through the program since the endorsement was approved by the WVBE on July 12, 2023.
- The EL program extends collaborative services to all Pre K programs, as requested, when students are identified as possibly speaking another language as their first language. The ELPA screener is officially administered when the student enters kindergarten or when new potential EL students enter Kanawha County Schools. New students are identified for EL screening on the enrollment card.
- Birth-to-three services are coordinated with Kanawha County Schools, who then serve students in Pre School as early as age 3 instead of age 4.

8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**
 Address strategies to identify students for support under Targeted Assistance Program, if appropriate



Explanation

KCS has no TAS programs.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoolology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

2.2.1 Variety of Learning Opportunities

9) **Implement strategies to facilitate effective transitions for students between programmatic levels**
 Address strategies to facilitate effective transitions for students between programmatic levels



Explanation

- The Parent Educator/Community Resource Center facilitates transition meetings from PK to Kindergarten and for many special education transition meetings at all programmatic levels.
- Each school year there is a transition meeting and activity for Preschool students moving up to kindergarten.
- When students move from elementary to middle school, there is an orientation and Step Up Day in most middle schools.
- There is also an orientation for 9th graders starting high school, as well as scheduling meetings with students and parents in the spring of the 8th grade year. Students with IEPs have transition meetings at the end of each school year. The Parent Educator, Psychologist, and parent advocates are based at the Edison Staff Development Center.
- During summer 2021, 2022, and 2023, students participated in the ESSERF funded Summer Learning Program, supporting transition at various levels.
- Kanawha County Schools PreK students utilize all programs in all schools.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

S 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

PM 1.2 100% of ESSERF Funds designated to support the Instructional Process and the Social Emotional Well-Being of students will be identified in the ESSERF budget and verified by ongoing ESSERF budget expenditures through the 2023-2024 school year.

S 1.2.1 Continue to provide additional Professional and Service Support Personnel through ESSERF Funds throughout the 2023-2024 school year.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

S 2.2.1 Variety of Learning Opportunities

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

S 2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.3 Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

10) **Reduce the overuse of discipline practices that remove students from the classroom**

Address strategies to reduce the overuse of discipline practices that remove students from the classroom

Explanation

Guided Reading Coaches and a Classroom Management Coach are being provided to support teachers at the elementary level.

A Classroom Management Coach was hired in 2022-2023, and continues in place for 2023-2024, for elementary schools to support teachers in developing appropriate rules, procedures, routine, and overall classroom management.

Teachers are being provided with professional development to increase engagement in classroom instruction, including remote instruction, if ever necessary.

Positive Behavior Support Strategies are available across three Tiers of the behavior spectrum. Through greater engagement and Tier I practices, student behavior will likely improve in approximately 80% of the student population.

Training in Deescalation Techniques, Tier II, will be available to teachers and classroom aides throughout 2023-2024 school year. This will lead to improved behavior interactions in an additional 15% of the student population. Through Trauma Informed Strategies for Teaching, Tier III, an additional 5% of the student population is expected to be supported to increase learning and decrease behavioral infractions in classrooms and schools.

Beginning Teachers are provided with several professional development sessions on classroom management, including proactive approaches and working together in groups through cooperative learning. All sessions focus on engaging students to have effective classroom management and stress "sending students to the office" or putting them outside the classroom is not an acceptable form of classroom management for minimal infractions.

Beginning Teachers also need to be provided with Tier II and sometimes Tier III strategies to de-escalate behavior issues and develop behavior plans in classrooms. Effective training on classroom management will take place throughout the 2023-2024 school year as a new model is put into place.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

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§ 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

§ 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

§ 1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

11) **If appropriate, support and coordinate CTE and work-based learning opportunities**

Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

Explanation

1. Grad 20/20 supports special education students.
2. Credit Recovery courses are provided to help students make up lost credit through courses, summer credit recovery opportunities, and thorough the virtual school program.
3. Kanawha County Schools does not search work-based opportunities for all students enrolled CTE and Options Pathway. However, students who have demonstrated proficient skills may search for work-based opportunities with support from the school system. Students participating in work-based opportunities who have demonstrated proficiency of skills may work in the positions during the time allotted. Each high school now has access to a Work Skills Teacher working to locate work-based opportunities for students through CTE. Seniors who have earned all credits may enroll in the required ELA, Math, and Social Studies courses and earn four credits for work-based experience 15 hours per week.

(See CTE data in the graduation section of the needs assessment.)

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

§ 1.3.1 Graduation support opportunities for students

12) **Other appropriate strategies identified by the LEA**

Address other appropriate strategies identified by the LEA

Explanation

Through the Teacher Leader program, school-based professional development will continue to be presented to teachers on PL days with the 2023-2024 focus being on 1.) Data driven instruction utilizing data provided through **Performance Matters and/or an alternate method of compiling student data.** 2.) Each PLC will identify areas in which they need more professional learning opportunities, and the TL for that group will facilitate the additional training.

Through the Learning 20/20 technology initiative, blended learning opportunities are providing increased student engagement in learning activities and remain a top priority. This is being supported through the Schoology Learning Management System.

A Secondary ELA specialist has been hired to provide ongoing professional development to secondary ELA teachers.

The Third Grade Success Act will intensify both reading and math instruction at the elementary levels.

Consistent support for the new reading adoption will be provided to all teachers.

Math initiatives include Math User Groups, Carnegie Math Academies, Math4Life, Professional Learning on Number Talks, and training at appropriate grade levels on Dyscalculia screening instruments.

Elementary teachers, by appropriate grade level, are actively participating in a variety of professional development sessions that include many reading support initiatives, required by the Third Grade Success Act. This includes using the DIBELS8 Dyslexia Screener, Following the Science of Reading Philosophy which stresses both word attack and comprehension skills, Intense use of Phonemic Awareness through the Heggerty program at K-1, DIBELS 8 Dynamic Indicators at grades K-3, three times per year, Guided Reading Vocabulary assessments, CSIs, IMAs, Successmaker, and ongoing SAVVAS assessments on a regular basis.

Technology use to support learning includes: Schoology LMS supports all instruction; Read 180 (Secondary Intervention); SuccessMaker, Imagine Math, ALEKS, etc.

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S 1.1.2 Continue to provide flexible scheduling opportunities for students to best meet each child's learning and developmental needs.

S 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

S 1.3.1 Graduation support opportunities for students

S 1.3.2 Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to increase the high school graduation rate.

PM 1.2 100% of ESSERF Funds designated to support the Instructional Process and the Social Emotional Well-Being of students will be identified in the ESSERF budget and verified by ongoing ESSERF budget expenditures through the 2023-2024 school year.

S 1.2.1 Continue to provide additional Professional and Service Support Personnel through ESSERF Funds throughout the 2023-2024 school year.

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

S 1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

S 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

S 2.2.1 Variety of Learning Opportunities

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

S 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

S 2.1.5 Federal Title I, IV, and School Improvement funds will be utilized to provide and monitor additional instructional services to students in identified schools.

S 3 All Kanawha County Teachers will utilize data to plan and provide data driven instruction to students using a variety of formative and summative assessments. This will be measured by attendance at instructional monitoring meetings, attendance at training sessions on PL Days through the staff development monitoring system, True North Logic, and supporting documentation collected by principals and district leaders.

PM 3.1 All Kanawha County Teachers will effectively use data provided through a variety of assessments to monitor student progress and plan effective intervention, when needed, in all Core classes.

S 3.1.1 Teachers will use a variety of data sources to access current student data and analyze data by whole group, sub groups, and individual students as needed for academic monitoring and to plan specific intervention.

Required Items [Expand All] [Collapse All]

Component Met

1) Induction of beginning teachers

Address strategies to support beginning teachers



Explanation

KANAWHA COUNTY SCHOOLS - BEST (Beginning Teacher Support and Training)

1. Kanawha County Schools has seven, full time Beginning Teacher Academic Coaches (BTACs) and two part-time BTACs that provide support to all beginning teachers (BTs), including teachers hired through the alternative certification program. The seven BTACs are all recent classroom teachers who were very successful in providing instruction to students. The two part-time BTACs are successful, recently retired teachers who BTACs are assigned to new teachers based on grade level and content area. When a new teacher is hired and their name appears on the Board Personnel Enclosure for approval, the appropriate BTAC is immediately assigned to the new teacher and makes initial contact with them.
2. A five day Beginning Teacher Academy is provided for beginning teachers. It is held the week prior to the opening of school in Kanawha County. Beginning Teachers (BTs) are compensated \$1000 to attend the five day Beginning Teacher Academy and this is paid prior to their regular pay check in order to provide an income source before the first actual paycheck is issued a month later. This is somewhat of an enticement in the recruitment of new teachers. Content presented at the five day orientation includes: Classroom Management and; Learning 20/20 Technology training and deployment of the new teacher MacBook and iPad; Content-Based Professional Development is conducted in small groups; Information on renewing certification; Classroom Management, Policies and Procedures (including special education policies) and time to meet with the Academic Coaches. In addition, a motivational speaker is contracted to speak at the opening event where district level staff is introduced, as well.
3. Teachers in the Alternative Certification Program will attend a week-long Beginning Teacher Academy, along with all new teachers; Complete two classes (Blended Learning and Personalized Learning), Two additional days of classroom management and engagement training (beyond the BT Academy), Professional Learning sessions on Tiers I, II, and III for Positive Behavior Support. Prep sessions for the PLT exam, and prep sessions for special education teachers hired through alternative certification on the Praxis content exam(s). A year-long residency with an assigned Beginning Teacher Academic Coach (BTAC) to provide support and guidance is one of the most important components of the program.
4. BTACs visit new teachers weekly in their classrooms, and visit Year 2 teachers at least monthly. BTACs keep a regular schedule that identifies schools and classrooms they will be working in daily to support the BT.
5. In addition to weekly in-class contact with the BTAC, teachers in alternative certification will complete a 20 day practicum with their BTAC present in the classroom for two-three hours per day for 20 consecutive days - or for three days per week for seven consecutive weeks.
6. Two Title I reading and two Title I math specialists provide embedded professional development to teachers in Title I schools, and are directly involved in the Beginning Teacher Orientation conducted for all new teachers. In addition to the district orientation for BTs, Title I conducts an additional orientation for new Title I teachers in all Title I schools within days of schools opening.
7. Four-six additional professional development sessions are conducted throughout the school year with substitutes provided so the beginning teachers can attend. They are normally grouped into Elementary, Middle and High School, and Special Education groups. The sessions continue to focus on classroom management, effective content delivery, and technology integration.
8. Beginning teachers are provided with substitutes to observe experienced teachers twice per year, with the BTAC sometimes subbing in the new teacher's classroom if costs become an issue. Typically, however, the BTAC accompanies the BT to the observation and points out effective strategies observed.
9. All Beginning Teachers attend all school-based professional development, including PLCs, and district level professional development experienced teachers are expected to attend.
10. Beginning teachers who serve English Language Learners in their general or special ed classrooms also attend a district-wide mini conference related to effective instruction to support EL students and Title III requirements. Beginning Teachers serving EL students receive additional support from the .5 EL academic Coach to explain policies and procedures, as well as effective instructional strategies. All Kanawha County Teachers have immediate access to the Title III Handbook which covers educational requirements, policies, procedures, and strategies.
11. All teachers seeking alternative certification are enrolled in the BEST program along with new teachers and must complete all components of the beginning teacher program in addition to two specific graduate classes.
12. If a Year 3 teacher needs additional support, he or she remains in the BEST program for an additional year as a SIPP participant with the regular BTAC assigned.
13. All student teachers and Teachers in Residence (TIRS) will receive support from a beginning teacher academic coach and will attend all professional development for Beginning Teachers. Due to the great number of 5202 substitutes in place for the 2023-24 school year, support will also be provided to long-term 5202 substitutes.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

2.1.3 Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

2.1.4 All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

2) Support for experienced teachers

Address strategies to support experienced teachers

Explanation

Research has indicated that an effective teacher is one of the most important factors influencing student achievement. An effective teacher not only provides successful instruction but also develops positive relationships with students, which in turn motivates students to be present at school with good attendance.

1. Based on principal and administrator evaluations, classroom walk-throughs or observations, principals may work through the Assistant Superintendent or Director of Professional Development to request a Beginning Teacher Academic Coach (BTAC) to support the experienced general education or special education teacher.
2. The BTAC visits the experienced teacher (with 3 or more years experience) weekly, or every other week, depending on the need, in his or her classroom and provides suggestions for classroom management, help with planning, models effective lessons, etc.
3. Although the experienced teachers in SIPP do not have to attend all beginning teacher professional development sessions, there are identified sessions offered through the Beginning Teacher (BT) program or elsewhere that the experienced teachers may be asked to attend.
4. Experienced Teachers in SIPP are included in the BTAC weekly schedule along with all BTs, and the BTAC offers the same support. In addition, two Title I reading and two Title I math specialists provide embedded professional development to teachers in Title I schools, with additional emphasis provided to those needing extra support.
5. Title I conducts an orientation for teachers new to the Title I program as well as to beginning teachers new to Title I. The content curriculum specialists for math, reading, science, and fine arts also work closely with all teachers, experienced as well as beginning teachers, in the assigned content areas, on a regular basis. The special education curriculum specialists provide extra support to any experienced special education teachers requiring SIPP, in addition to the BTAC for special education.
6. Although all teachers in the alternative certification program are identified and supported as beginning teachers, some have been long-term substitutes through Policy 5202 in the same position in which they have been hired. Although principals may consider them experienced teachers, all teachers newly hired through the alternative certification program, regardless of long-term substitute experience, must complete all components of BEST (Beginning Educator Support and Training) as well as being guided through a newly developed Teacher Performance Assessment (TPA) by their academic coach/mentor.
7. Principals in all schools will hear a national expert present strategies for teacher self-care and will then develop a method of sharing information and supporting teachers in the practice of self-care, which is necessary to be an effective and mindful teacher.
8. All school-based professional and service personnel will have an opportunity to participate in *Teacher-Wise*, a social and emotional support program for educators. One Teacher in each school is being trained to be the program coordinator. Sessions will be conducted on PL days.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

☑ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

☑ 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

☑ 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

☑ 2.1.3 Kanawha County Schools will utilize remaining ESSERF funds to support specialized student programs throughout 2023-2024.

☑ 2.1.4 All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

☑ 2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

☑ 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

3) Support for student teachers

Address strategies to support student teachers

Explanation

CTOR (Certified Teacher of Residence) are Student Teachers who have passed the Praxis Exams and PLT and are treated as Year 1 teachers. They remain in the assigned positions following completion of their student teaching and attend all BT events. An academic coach (BTAC) is assigned to each CTOR when hired. Other student teachers may be hired as long-term 5202 substitutes in classroom positions until they graduate, complete the PRAXIS exams, and become full-time teachers. Both CTORS and long term sub student teachers receive continuous support from Beginning Teacher Academic Coaches and participate in all professional learning offered through our BT Program.

Other student teachers are invited to attend school based and district based professional development, including sessions for beginning teachers.

Kanawha County Schools provides ongoing, detailed information about the beginning teacher program to cooperating colleges and universities in order to support a funding grant they receive. Cooperating teachers for student teachers are paid a semester stipend from Step Viid, Teacher Leadership Funds.

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☑ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

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☑ 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

§ 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

4) Support for beginning administrators

Address strategies to support beginning administrators

Explanation

Experienced principals/assistant principals will serve as mentors for all new school administrators.

All new KCS administrators are invited to participate in the state principals academy.

The Back-to-School Superintendent's Conference for all principals will be held on August 11, 2023, with a focus on SEL strategies, reading and math implementation strategies and *look-fors* during classroom walk throughs. Engagement and updates and DOK, updates on curriculum, observations/walkthroughs, and classroom *look-fors*, *Legal updates for schools*, *Technology/Learning 20/20 Recharged*, and *more* will continue to be topics of discussion.

Kanawha County Schools held its first annual Elementary Principals Academy during summer 2022 to support new and current principals.

Monthly Leadership Series and Curriculum Series meetings are help for both new and experienced principals in Kanawha County Schools.

A KCS Leadership Series will be held for all principals in September, November, January, and March. The Leadership Series will continue to cover leadership strategies and up-to-dat information on effective leadership.

A Leadership Curriculum Series will be held for all principals in October, December, February, and April.

☑ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

§ 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

§ 1.3.2 Kanawha County Schools will research and learn about using Artificial Intelligence (AI) support to improve data analysis and improve factors to increase the high school graduation rate.

☑ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

☑ 3 All Kanawha County Teachers will utilize data to plan and provide data driven instruction to students using a variety of formative and summative assessments. This will be measured by attendance at instructional monitoring meetings, attendance at training sessions on PL Days through the staff development monitoring system, True North Logic, and supporting documentation collected by principals and district leaders.

PM 3.1 All Kanawha County Teachers will effectively use data provided through a variety of assessments to monitor student progress and plan effective intervention, when needed, in all Core classes.

§ 3.1.1 Teachers will use a variety of data sources to access current student data and analyze data by whole group, sub groups, and individual students as needed for academic monitoring and to plan specific intervention.

5) Support for experienced administrators

Address strategies to support experienced administrators

Explanation

A KCS Leadership Series will be held for all principals in September, November, January, and March. The Leadership Series will continue to cover leadership strategies and up-to-dat information on effective leadership.

A Leadership Curriculum Series will be held for all principals in October, December, February, and April. Updates on curriculum, observations/walkthroughs, and classroom *look-fors* will continue to be topics of discussion.

Monthly sessions will be held for both Secondary CAPS (Curriculum Assistant Principals) and Secondary AAPS (Administrative Assistant Principals).

All principals will continue to be trained in utilizing Performance Matters and/or BARR for student data analysis.

All principals will be provided with professional learning opportunities in educator self-care and SEL in schools.
All principals will continue to participate in Teacher Wise training along with SEL Coordinators on September 6, 2023. This will be to help improve teacher well being and school climate.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

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6) Support for other staff

Address strategies to support other staff

Explanation

BAM (Beginning Administrators and Mentors): This is the support program for beginning principals and assistant principals. Experienced, trained mentor principals are assigned to new school-based administrators when hired.

The mentor and new administrator meet monthly with specific topics, such as school budgeting, facilities management, instructional leadership, etc. are presented. Following the content presentation, there is time for the mentor and new administrator to meet. Normally, the small groups engage in a book study or discuss current issues from articles in Educational Leadership.

The Kanawha County Schools Leadership Academy is conducted for teachers aspiring to be principals or assistant principals. The KCS Leadership Academy, made up of a staff (mentors) who are current principals and aspiring principals, meets monthly. The Academy covers a variety of leadership and management topics, reads and discusses current topics in monthly issues of Educational Leadership in small groups, and each participant completes an action research project presented to the group at the end of the two year academy.

The three, Title I School Transformation Specialists provide support to principals and teachers to assist them with identified school improvement issues, such as: data analysis, forming effective school teams, developing a quality strategic plan, Title I budgeting, and professional development.

New school counselors are also provided with a mentor and attend all professional development offered through the KCS Counseling Office, Local School, and District.

A secretary/clerical mentor program is in place with experienced school secretaries mentoring new school secretaries. A variety of professional development sessions related to school books/financial understanding are provided to secretaries, as well. The secretary mentoring program is funded through service personnel staff development funds.

Special Education support aides are provided with professional development through an online program designed specifically for their role in working with the classroom teacher to support students and maintain confidentiality. This professional development program was new to Kanawha County Schools beginning with the 2021 school year and is still available, with the goal of providing opportunities for increased interaction for special education students in general education classrooms. A full day conference specifically for special education aides is being conducted, sponsored by the OES department in Kanawha County Schools.

☑ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

☑ 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

☑ 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKiney-Vento funds.

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

☑ 1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

☑ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

☑ 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

☑ 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

7) Professional development

Address strategies and planned professional development opportunities



Explanation

I. Beginning Teachers (including CTORS and all teachers in the alternative certification program)

A. Five-Day Summer Orientation, Beginning Teacher Academy, (week prior to start of school) and a two-day make-up session for Beginning Teachers hired after school begins will include:

1. Getting Started/Organizing the Classroom and Safety Awareness
2. Classroom Management
3. Content Specific Sessions/Adopted Materials/Content Standards through the use of the WV Tree and the Schoology Learning Management System (LMS)
4. Technology Integration
5. IEP training for new special educators
6. Modifying Instruction for EL students and understanding Title III requirements
7. Title I components for teacher in Title I Schools
8. Use of ACPA (Alternative Certification Performance Assessment) Tasks integrated into professional development for teacher in the alternative certification program - SEE #1 and #2, induction of new teachers and support for experienced teachers, for more details.

B. Online required trainings through Safe Schools Online:

*Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students

* Online training for classroom aides working with special education students

C. Sessions conducted throughout the School Year for Beginning Teachers:

1. Policies and Procedures
2. Social Media and Employee Code of Conduct
2. High Expectations for all Students
3. Blended Learning Strategies and Technology Integration
4. Lesson Planning
5. John Strebe Strategies and continued Classroom Management
6. Formative Assessment, Grading Procedures, Intervention, etc.
7. HR/Employment Related Information
8. Content Strategies & Vocabulary (Broken into small groups by grade levels, content areas, and special educators)

- 9. Blended Learning and Learning 20/20 Session
- 10. IDEA, IEP, SAT, MDET, and Other Special Education and School Support Strategies
- 11. Small Group Time with Academic Coaches
- 12. Guidance through tasks in the ACPA (Alternative Certification Performance Assessment), integrated into professional development for teachers in the alternative certification program - SEE #1 and #2, induction of new teachers and support for experienced teachers, for more details.

D. Observe experienced master teachers, as needed.

E. Embedded Professional Development with BTACs and Content Specialists modeling classroom strategies.

II. All Teachers, including Beginning Teachers:

1. Monthly, focused Professional Learning sessions, led by school Teacher Leaders (TLs) will continue on PL days.
Current instructional topics to be areas of focus include:

Elementary Teachers Reading *K-2 *3-5	9:45-10:45 Instructional Swaps to meet the requirements of the Third Grade Success Act	Your School (Schoology) *Teachers will group together at their school in grade level bands. They will project the training from one device, and if Nearpod is required, teachers can individually join.	
Elementary Teachers Math K-2 Group 3-5 Group	12:00-1:00 pm iReady training (Zoom) Numeracy Screener to meet requirements of the Third Grade Success Act	Your School ZOOM (Codes will follow)	
Elementary Number Talks K-2 (Schoology Conference) 3-5 (Schoology Conference)	1:05-1:20 pm Number Talks	Schoology Conference Number Talks (Grade Level Bands) Codes will follow *Teachers will group together at their school in grade level bands. They will project the training from one device, and if Nearpod is required, teachers can individually join.	
Elementary Teachers Reading K-3	1:30-3:00 DIBELS 8 DYSLEXIA SCREENER	Your School Training will be delivered by each schools' cadre member.	
Secondary Mathematics			
Middle School Math Teachers	9:00-9:45 am Savvas enVision 2.0 refresher	Your School ZOOM (Code will follow)	

High School Math Teachers	<p>9:00 - 10:00 a.m. ALEKS Refresher - All high school math teachers (Zoom)</p> <p>2:15-3:00 - Big Ideas refresher for Algebra 1 Geometry and Algebra 2 teachers</p>	<p>Your School ZOOM (Code will follow)</p> <p>Your School Code will follow (Zoom)</p>			
Special Education					
K-12 Special Ed. Teachers and K-12 Instructional Support Aides	<p>7:30-3:30 OES Instructional Summit</p>	Nitro High School			
Secondary ELA					
For Middle School ELA Teachers using LEXIA	<p>8:00-11:30 Lexia Training</p>	ZOOM (code will be sent out)			
High School ELA	<p>12:00 - 4:00 Sessions</p> <ul style="list-style-type: none"> ▪ Independent Novel Study ▪ Engaging Apathetic Students ▪ MyShakespeare ▪ Mining the Gap 	St. Albans High School			
ALL MATH					
	<p>WVBE POLICY 2520.2B:Policy 2520.2B includes a new course titled, Introduction to Mathematical Applications, which addresses the requirements outlined in House Bill 3055.Click herefor details. Usethis linkto view the standards for Introduction to Mathematical Applications.</p>				

2. Trauma Informed Schools will expand into the next phase of being trauma informed to implement effective strategies to increase achievement for student suffering from traumatic situations.
3. Safe Schools Online Sessions
4. Use of Schoology as a LMS
5. Specific, School-based Professional Development
6. All Teachers will participate in school-based PL Groups that will continue to build on using Schoology for blended learning and PBL. In addition, beginning teachers will complete all professional development to be completed by all teachers, such as Math, Monitoring Meetings, Safe Schools Online, Science/FOSS, Math User Groups, Heggerty, SAVVAS, ESL, THE SCIENCE OF READING through LETRS Practices, etc.
7. Online required trainings through Safe Schools Online: Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students
8. Inclusive Schools Training will be held in October 2023 for two representatives per school who will then take the training back to the schools. This training will include a variety of activities focusing on culturally appropriate responses, instructional modifications, and legal implications. KCS will invite representatives from the TITLE III collaborative County districts of Boone and Clay.
9. All classroom teachers serving EL students will be provided with strategies and modifications for teaching EL students, by the EL teacher, through embedded professional development, modeling strategies, and meetings.
10. A variety of special education professional development on special topics and policies/legal issues will be provided the general education teachers, as well as to special education teachers.
11. Teacher Wise (SEL support program) will provide a full day training for each school-based SEL Coordinator -or a designated Teacher- who will then lead work sessions in school and serve as a contact in their home school.

III. Principals

1. All Principals will participate in a monthly Leadership Series and Curriculum Series.
2. All new principals will participate in the KCS BAM program (Beginning Administrators and Mentors).
3. Online required trainings through Safe Schools Online: Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students
4. Inclusive Schools Training will be held in OCTOBER 2023 for two representatives per school who will then take the training back to the schools. This training will include a variety of activities focusing on culturally appropriate responses, instructional modifications, and legal implications. KCS will invite representatives from the TITLE III collaborative County districts of Boone and Clay.
5. EL teachers will provide a presentation on Understanding Title III Program Requirements for all Principals and for the KCS Leadership Academy.

EL Teachers:

1. **New EL Teachers - will be assigned a mentor and receive continuous embedded professional development through a .5 EL Lead Teacher/Specialist and contracted EL Specialist.**
2. **All certified EL teachers will engage in weekly professional development on EL instruction and modifications.**
3. **All EL teachers will be trained on the ELPA SA and ELPA 21 summative assessment.**
4. **See above for additional detail.**

In addition to information related to EL students, above and in section I, EL Teachers will continue training with the .5 EL Lead Teacher.

☑ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

☑ 1.1.1 Continue utilizing resources and research-based programs and professional development to enhance the social/emotional well-being of both students and staff.

☑ 1.1.3 Continue to support and tutor/mentor homeless children & adolescents under the guidelines of Title 1/McKinney-Vento funds.

PM 1.3 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually. (See PM 1.1, as well)

☑ 1.3.1 Graduation support opportunities for students

PM 1.4 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student instruction. (See Action Steps under PM 1.1, as well.)

1.4.1 Professional support personnel will provide professional development and services to improve instruction and to improve the social/emotional health and well-being of students.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

2.1.4 All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.2 Growth in Student achievement will be measured by a variety of formative assessments throughout the 2030 school year as well as through the general summative assessment.

2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

3 All Kanawha County Teachers will utilize data to plan and provide data driven instruction to students using a variety of formative and summative assessments. This will be measured by attendance at instructional monitoring meetings, attendance at training sessions on PL Days through the staff development monitoring system, True North Logic, and supporting documentation collected by principals and district leaders.

PM 3.1 All Kanawha County Teachers will effectively use data provided through a variety of assessments to monitor student progress and plan effective intervention, when needed, in all Core classes.

3.1.1 Teachers will use a variety of data sources to access current student data and analyze data by whole group, sub groups, and individual students as needed for academic monitoring and to plan specific intervention.

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

* Planning

Teacher Leadership has been a priority in Kanawha County Schools since 2007, with the beginning of Professional Learning Communities led by school-based PLC Leaders.

The current planning process used to develop a new county teacher leadership framework beginning in 2021 and expanded on the roles of the PLC Leader.

1. The working copy of the WV Teacher Leadership Framework was shared through Google Docs with the curriculum staff and administration. While some used the shared forms to provide input, others discussed the plan at various meetings and during the Wednesday morning Superintendent's Management Team.
2. Input was gathered from PK-12 teachers, as well, to identify what they perceived as their greatest support and instructional needs. This input was gathered through a shared Google Form and compiled.

Three professional learning opportunities were initially designated for school-based Teacher Leaders (TLs) throughout the 2021-2022 school year, with substitute coverage provided.

1. TLs then returned to their schools after each professional learning session to share and plan with their colleagues in small groups or vertical teams to prepare for PL days, similar to what they did for the earlier PLC meetings.
2. TLs were trained/retrained on conducting a professional learning group and vertical teaming procedures.
3. A procedure for identifying and analyzing data, across attendance areas by content and grade level use of data available in Performance Matters, was identified and professional learning took place.

School-based goals and action plans should be reflected in the school and district strategic plans.

1. TLs also attended professional learning on grading and assessment practices, along with the use of formative assessment data to plan to implement instruction and improve student achievement.
2. The third professional learning session will be a review to prepare for the 2024 school year, based on continued research and updates on instructional practices and relating to childhood trauma and Social Emotional Learning. Resources to help students overcome trauma and support Social Emotional Learning will also be included in the three training sessions, including data in Performance Matters to identify Early Warning indicators for students.
3. Strong focus will be on the Third Grade Success Act in Reading and Math, with screeners for Dyslexia and Dyscalculia to identify learning problems.

Teacher Leaders will document professional learning and monitoring meetings in True North Logic. This will provide a description of the professional learning and monitoring time and document attendance.

Vertical Teaming will continue to be organized by high school attendance areas following the first presentation of the model used by St. Albans High School that has been in place for many years.

Content-area and support Professional Learning Cadres will be maintained and a new cadre for secondary English Language Arts may be developed. Other cadres include Early Literacy, Carnegie Math, Math User Groups, DIBELS Dyslexia Screener Trainers, Teacher-Wise Contacts in each school, and more.

BEST (Beginning Educator Support and Training) will continue as the Beginning Teacher Induction Program in Kanawha County Schools with 8 Beginning Teacher Academic Coaches (BTACS) serving as full time support coaches/mentors to all new teachers during the first two years of their teaching careers, and three part-time retired teachers will continue to serve as instructional coaches for special ed programs. All BTACs have been recent teacher leaders in Kanawha County Schools and continue to serve in a teacher leadership capacity to support new teachers. BEST is a very thorough model, described in the district Strategic Plan as part of WV SIPP. BEST offers professional learning and classroom support to all newly hired teachers, including those in the approved alternative certification program, student teachers (Resident Teachers), and experienced teachers needing instructional support. New principals will be supported through BAM (Beginning Administrators and Mentors) and the state principals' academy, when available.

Each Teacher leader will serve as a support person for experienced teachers needing help to improve professional practice. Training will be provided by the First Education Group and Jim Knight.

* Vision and Goals

Vision and Goals: What county hopes to achieve through the implementation of a local teacher leadership framework

Demographics vary among schools, from high poverty areas of attendance to affluent areas of attendance; however, even in the most affluent Kanawha County public schools, the poverty rate has shifted, with > 60% of all students now identified as economically disadvantaged. Schools once considered affluent now experience many of the same issues as schools identified as being in areas of low socio-economic status. Covid 19 also led to other issues ranging from economic issues to mental health and social-emotional learning issues and academic issues, especially among younger students lacking the necessary foundations to be successful in school. As a result of Covid 19 and disruption to the instructional process throughout the 2020-2021 school year, a great focus was initially, AND STILL IS, on "catching kids up" and providing consistency for the 2024 school year. The Third Grade Success Act will provide the framework to continue to help students meet grade expectations.

In addition, there will continue to be a focus on social-emotional wellbeing of students and staff. This effort will be reflected through the district's three goals:

- Improve the Social Emotional Well-Being of Students and Staff
- Good Instruction and Engaging Strategies will be evident in all classrooms.
- Instruction will be data-driven.

History of Goals: During the first part of the 2019-2020 school year, schools were focused on data analysis and grading practices and the PLC leaders, at that time, attended professional learning sessions led by Dr. Jasmine Kullar, an Assistant Superintendent in Gwinette County, GA, and consultant for the Marzano Group and Solutions Tree publishers. Dr. Kullar's presentation conducted activities during which PLC leaders and principals examined the fairness of school-led practices as they related to student engagement, motivation, grading, and achievement. When Covid-19 closed schools in early March 2020, the PLC process ended. **As a result of the opportunity to rebrand school-based**

professional learning through the use of Teacher Leaders (TLs), Kanawha County Schools has returned to the practice of carefully examining data, and reviewing the consistency in grading practices at the school level to increase achievement.

* Data Driven Measures

Data Driven Measures will be utilized by Teacher Leaders, available in Performance Matters, ZOOM, DIBELS8 Dynamic Indicators and the DIBELS Dyslexia Screener and Screeners for Dyscalculia for additional referrals, Success Maker, SAVVAS, ALEKS, etc.

Data will continue to be used to determine connection to county school improvement with monitoring sessions led by Teacher Leaders.

Demographics: Summary of Economically Disadvantaged: Greater than 60% of Kanawha County Schools' students are now identified as economically disadvantaged. Of the > 60%, approximately 3 % are homeless students, 0.5% live in foster care, and 18% are students with disabilities. Eight-two percent of the > 60%% are white students, 10% black students, 6% multi-racial students, 1% Latino, 1% Asian, and all others < 1%. This means that approximately 82% of 60% of Kanawha's total white student population and nearly all of Kanawha's black student population are economically disadvantaged. The percentages of all other economically disadvantaged students in comparison to the total population is also very high. This aligns with the overall rate of >60%, or more than half. 18% of all students with disabilities are also economically disadvantaged.

Because economic indicators are often consistent with decreased academic achievement, teacher leaders will focus on instructional and support strategies and intervention to support learners who sometimes have less background opportunities and opportunities for vocabulary growth than peers in the higher socioeconomic class. This relates to the majority of all Kanawha County Students, with > 60% economically disadvantaged. All practices put into place through teacher leadership will support academic growth and reduce the effects of trauma for economically disadvantaged students.

1. WV GSA Comparison of ELA Results 2020-2021, 2021-2022, and 2022-2023 WV GSA

Proficiency Comparison English Language Arts Grades 3-8 (Source WVDE GPS and ZOOM)

Total	2020-2021	2021-2022	2022-2023 (Preliminary)
Overall KCS	38%	42.56	41%
Grade 3	31%	35%	35%
Grade 4	34%	42%	42%
Grade 5	39%	38%	41%
Grade 6	39%	44%	44%
Grade 7	39%	43%	40%
Grade 8	44%	41%	42%
State-Wide Not Available	41.83%	Not available	

- SWD scored the lowest in Kanawha County Schools with 32.66% proficient in grades 3-8.
- This was followed by economically disadvantaged students in grades 3-8.
- Based on race and ethnicity, Black/African American students scored least proficient, followed by Latino students.
- Scores for both subgroups were significantly lower at the county district level than at the overall state level

2. Grades 3 - 8 ELA/Reading IMAs

- January 2023 (Most Recent IMAs) (Source: WV Tide)

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 14.6 K (Date Last Taken: 01/11/2023)

Percent	Count	
36%.	5.2K	Below Mastery
47%.	6.8K	Mastery
17%.	2.5K	Above Mastery

3. CIA Benchmarks (Source WV Tide)

- January 2023 to February 2023 Comparison

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 16.6K

- Date Last Taken: February 2, 2023 (*See explanations below.)

Percent	Count		
44%	7.3K	Did not meet standards	Decrease of 2% since January 2023, 13% more did not meet standards in Feb. 2023 than on May 2022 GSA.
29%	4.8K	Partially Met Standards	No percentage change since January 2023; 1% increase in the percentage of students partially meeting standards than on the May 2022 GSA.
19%	3.2K	Met Standards	Increase of 1% since January 2023; 6% decrease in the number of students who met standards compared to the May 2022 GSA.
8%	1.4K	Exceeded Standards	Increase of 1% since January 2023; 8% decrease in students exceeding standards on the Feb CIA Benchmark compared to the May 2022 GSA

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 11.4K

Date: January 11, 2023

Percent	Count		
46%	5.2K	Did not meet standards	Increase of 15% since May 2022 GSA
29%	3.3K	Partially met standards	Increase of 1% since May 2022 GSA
18%	2K	Met Standards	Decrease of 7% since May 2022 GSA
7%	813	Exceeded Standards	Decrease of 8% since May 2022 GSA

4. DIBELS Comparison

1.) Kindergarten 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 781 kindergarten students scored Well Below Benchmark
 2022-2023 EOY By the EOY, of the 781 students who started the year well below benchmark:
 Well Below Benchmark 31% (n=242) remained well below benchmark.
 Below Benchmark 19% (n=148) improved to Below Benchmark
 At Benchmark 38% (n=297) reached the kindergarten benchmark scores
 Above Benchmark 12% (n=94) scored above the kindergarten benchmark scores

2022-2023 BOY 308 Students scored Below Benchmark 2022-2023 EOY By the EOY, of the 308 students who started the year below benchmark: Well Below Benchmark 7% (n=21) fell to well below benchmark. Below Benchmark 9% (n=28) remained at below benchmark At Benchmark 47% (n=145) reached the

1.) kindergarten benchmark scores

Above Benchmark 37% (n=114) scored above the kindergarten benchmark scores

2022-2023 BOY 202 Students scored at the Kindergarten Benchmark

2022-2023 EOY By the EOY, of the 202 students who started the year at benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark. Below Benchmark 5% (n=10) fell to below benchmark At Benchmark 45% (n=91) remained at the kindergarten benchmark Above Benchmark 50% (n=101) scored above the kindergarten benchmark scores

2022-2023 BOY 152 Students scored above the Kindergarten Benchmark

2022-2023 EOY By the EOY, of the 152 students who started the year at benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark.

Below Benchmark 1% (n=1) fell to below benchmark
At Benchmark 16% (n=24) scored at the kindergarten benchmark
Above Benchmark 83% (n=127) remained above the kindergarten benchmark scores

2.) First Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY) 2022-2023 BOY 599 First Grade students scored Well Below Benchmark

2022-2023 EOY By the EOY, of the 599 students who started the year well below benchmark:

Well Below Benchmark 10% (n=354) remained well below benchmark

Below Benchmark 24% (n=143) improved to below benchmark

At Benchmark 15% (n=90) reached the 1st grade benchmark scores

Above Benchmark 2 % (n=12) scored above the 1st grade benchmark scores

2022-2023 BOY 325 First Grade students scored Below Benchmark 2022-2023

EOY By the EOY, of the 325 students who started the year below benchmark:

Well Below Benchmark 10% (n=32) fell to Well Below Benchmark

Below Benchmark

25% (n=82) remained below benchmark

At Benchmark

56% (n=182) reached the 1st grade benchmark scores

Above Benchmark

9% (n=29) scored above the 1st grade benchmark scores

2022-2023 BOY 431 First Grade students scored at grade level Benchmark

2022-2023 EOY By the EOY, of the 431 students who started the year at benchmark:

Well Below Benchmark 2% (n=9) fell to Well Below Benchmark

Below Benchmark 5% (n=21) fell to below benchmark

At Benchmark 52% (n=216) remained at 1st grade benchmark

Above Benchmark 41% (n=177) increased above the 1st grade benchmark

2022-2023 BOY 222 First Grade students scored above grade level Benchmark

2022-2023 EOY By the EOY, of the 222 students who started the year at benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark

Below Benchmark 0% (n=0) fell to below benchmark

At Benchmark 6% (n=13) fell to 1st grade benchmark

Above Benchmark 94% (n=209) remained above the 1st grade benchmark

3.) Second Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 561 Second Grade students scored Well Below Benchmark

2022-2023 EOY By the EOY, of the 561 students who started the year well below benchmark:

Well Below Benchmark 67% (n=376) remained well below benchmark
Below Benchmark 20% (n=112) improved to below benchmark
At Benchmark 11% (n=62) reached the 2nd grade benchmark scores
Above Benchmark 2 % (n=11) scored above the 2nd grade benchmark scores

2022-2023 BOY 221 Second Grade students scored Below Benchmark

2022-2023 EOY By the EOY, of the 221 students who started the year below benchmark:

Well Below Benchmark 5% (n=11) fell to Well Below Benchmark
Below Benchmark 37% (n=82) remained below benchmark
At Benchmark 47% (n=104) reached the 2nd grade benchmark score
Above Benchmark 11% (n=22) scored above the 2nd grade benchmark scores

2022-2023 BOY 369 Second Grade students scored at grade level benchmark

2022-2023 EOY By the EOY, of the 431 students who started the year at benchmark: Well Below Benchmark 1% (n=4) fell to Well Below Benchmark Below Benchmark 7% (n=26) fell to below benchmark

At Benchmark

56% (n=207) remained at 2nd grade benchmark

Above Benchmark

36% (n=133) increased above the 2nd grade benchmark

2022-2023 BOY 282 Second Grade students scored above grade level benchmark 2022-2023 EOY By the EOY, of the 222 students who started the year at benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 0% (n=0) fell to below benchmark

At Benchmark 16% (n=45) fell to 2nd grade benchmark Above Benchmark 84% (n=237) remained above the 2nd grade benchmark score

4.) Third Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 545 Third Grade students scored Well Below Benchmark
2022-2023 EOY By the EOY, of the 545 students who started the year well below benchmark:

Well Below Benchmark 87% (n=474) remained well below benchmark
Below Benchmark 10% (n=55) improved to below benchmark
At Benchmark 3% (n=16) reached the 3rd grade benchmark scores
Above Benchmark 0% (n=0) scored above the 3rd grade benchmark score

2022-2023 BOY 239 Third Grade students scored Below Benchmark 2022-2023 EOY By the EOY, of the 239 students who started the year below benchmark: Well Below Benchmark 28% (n=67) fell to Well Below Benchmark
Below Benchmark 41% (n=98) remained below benchmark At Benchmark 18% (n=43) reached the 3rd grade benchmark score Above Benchmark 13% (n=31) scored above the 3rd grade benchmark scores

2022-2023 BOY 309 3rd Grade students scored at grade level benchmark 2022-2023 EOY By the EOY, of the 309 students who started the year at benchmark: Well Below Benchmark 3% (n=9) fell to Well Below Benchmark Below
Benchmark 14% (n=43) fell to below benchmark At Benchmark 46% (n=143) remained at 3rd grade benchmark Above Benchmark 37% (n=114) increased to above the 3rd grade benchmark

2022-2023 BOY 282 Third Grade students scored above grade level benchmark 2022-2023 EOY By the EOY, of the 282 students who started the above benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 4% (n=11) fell to below benchmark At Benchmark 11% (n=31) fell to 3rd grade benchmark Above Benchmark 87% (n=240) remained above the 3rd grade benchmark score

5.) Overall Kanawha County Schools Grades K-3 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 2,486 students in grades K-3 scored Well Below Benchmark 2022-2023 EOY By the EOY, of the 2486 students who started the year well below benchmark: Well Below Benchmark 58% (n=1441) remained well below
benchmark Below Benchmark 19% (n=472) improved to below benchmark At Benchmark 18% (n=448) reached the grade-level benchmark scores Above Benchmark 5% (n=125) scored above the grade-level benchmark score
2022-2023 BOY 1093 students in grades K-3 scored Below Benchmark 2022-2023 EOY By the EOY, of the 1093 students in grades K-3 who started the year below benchmark: Well Below Benchmark 12% (n=131) fell to Well Below
Benchmark Below Benchmark 26% (n=284) remained below benchmark At Benchmark 44% (n=481) reached the grade-level benchmark score Above Benchmark 18% (n=197) scored above the grade-level benchmark scores
2022-2023 BOY 1311 students in grades K-3 scored at grade level benchmark 2022-2023 EOY By the EOY, of the 1,311 students in grades K-3 who started the year at grade-level benchmark: Well Below Benchmark 1% (n=13) fell to Well
Below Benchmark Below Benchmark 8% (n=104) fell to below benchmark At Benchmark 51% (n=669) remained at grade-level benchmark Above Benchmark 40% (n=525) increased to above the grade-level benchmark

2022-2023 BOY 938 students in grades K-3 scored above grade level benchmark
2022-2023 EOY By the EOY, of the 938 students in grades K-3 who started the year above benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark
Below Benchmark 1% (n=9) fell to below benchmark
At Benchmark 12% (n=113) fell to grade-level benchmark
Above Benchmark 87% (n=816) remained above the grade-level benchmark score

5. Professional Learning: 182 course locations were identified throughout the 2022-2023 year. Each Course had an average of 10 sections per course = 1820 Professional Learning Opportunities conducted in FY 2022. Professional Learning took place in school PLCS and at the district level on a variety of instructional topics.

6. Support to Increase Student Achievement – CSI Schools and Target Schools

7. Current CSI Schools have been identified and will continue to receive support throughout the 2023-2024 school year.

CSI Schools are:

Sharon Dawes Elementary School (Grades PK-5)

West Side Middle School (Grades 6-8)

Three (ATS) High Priority Target Schools will continue to receive support throughout the 2023-2024 School Year:

East Bank Middle School Grades 6-8

George Weimer Elementary Grades PreK-5 (closing at the end of the 2024 school year)

Dunbar Intermediate Center Grades 3-5

ATS Schools with one or more subgroups below mastery for one or two years:

20 Elementary Schools

6 Middle Schools

4 High Schools

II. Students with Disabilities

Latest data available:

The Spring 22 GSA identified achievement for SWD as follows:

(Source Zoom WV)

*Autism (AU)	11.36 %	Proficient in ELA
*Emotional Behavioral Disorder (EBD)	14%	Proficient in ELA
*Hearing Impaired (HI)	19%	Proficient in ELA
*Intellectual Disability (ID) Mild	0%	Proficient in ELA (those not completing the Alternate Assessment)
*Other Health Impaired (OHI)	9%	Proficient in ELA
*Specific Learning Disability (SLD)	4%	Proficient in ELA
Speech Language Impairment	30%	Proficient in ELA

Clearly, there is work to be done in order to move SWD to higher proficiency on the GSA (regular diploma).

K-12 SWD Alternate Assessment

State Alternate Assessment – READING

(Source: Zoom WV - latest available)

Grade	Percent Tested	Proficient	Advanced	Approaching Target	At Target	Emerging
3	100%	19.90%	*	11.52%	19.37%	68.59%
4	100%	11.63%	*	26.16%	10.47%	62.21%

5	100%	32.38%	*	18.10%	28.5%	49.52%
6	100%	14.72%	5.58	35.03%	9.14 %	50.25%
7	100%	27.93%	*	30.63%	26.58%	41.43%
8	100%	18.14%	*	35.44%	18.14%	46.41%
11	100%	32.06%	*	42.11%	29.67%	25.84%

State Alternate Assessment Results by Subgroup – READING

(Source: Zoom WV)

Subgroup	Percent Tested	Proficient	Advanced	Approaching Target	At Target	Emerging
Asian	*	*	*	*	*	*
Black or African Am	100%	23.61	*	30.56%	18.06%	45.83%
Hispanic/Latino	100%	*	*	*	*	59.26%
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Multi-Racial	100%	22.22%	*	35.19%	20.37%	42.59%
White	100%	22.94%%	1.89%	28.75%	21.05%	48.31%

Male	100%	21.79%	2.00%	29.26%	19.79%	48.95%
Female	100%	24.59%	2.25%	27.87%	23.34%	47.54%
Total	100%	22.74%	2.09%	28.79%	20.65%	48.47%
English Learner	100%	*	*	*	*	*
Homeless	100%	31.58%	*	31.58%	26.32%	36.84%
Foster	100%	31.91%	*	34.04%	27.66%	34.04%

100% of students identified to complete the Alternative Assessment did complete it.

The majority of students completing the Alternate Assessment are at the Emerging Level in all sub groups assessed.

III. HIGH SCHOOL English Language ARTS

Based on Spring 2022 SAT data for sub groups:

40% of economically disadvantaged 11th graders in Kanawha County Schools were proficient readers

33.33% of English Learners were proficient

40% of students in foster care, approximately

41% of homeless students

8.19% of SWD were proficient.

Sub Group Data - Spring 2022 SAT

Economically Disadvantaged	39.98% Proficient
English Learners	33.33% Proficient
Foster	40.00% Proficient
Homeless.	40.94% Proficient
SWD	8.19% Proficient

2022 SAT

The overall total of 11th grade students in Kanawha County proficient in Reading, based on the 2021-2022 SAT exam, was 53.7%

2022 Gr 9-11 Alternate Assessment DLM

41% at Target

HIGH SCHOOL - SAT (11th Grade) Spring 2022

Fall 2022 PSAT NMSQT 11TH GRADE

n = 1,109 TEST TAKERS

Kanawha County: 21% met both benchmarks (ERW and Math) State: 23%

Kanawha County: 55% met ERW benchmark State: 56%

Kanawha County: 23% met Math Benchmark State: 24%

Kanawha County: 43% met neither benchmark, (ERW or Math) State 43%

Other Data

All *9th-12th high school students completed the recent SAVVAS Beginning of the Year (BOY) Benchmark Assessment They will complete the MOY and EOY SAVVAS benchmark exams, as well.

Kanawha County had the following percentage of students achieving mastery by grade level on the SAVVAS BOY Benchmark exam>(*Riverside High School's 9th Grade was the only school grade level not completing the benchmark exam.)

9th Grade - 48% Mastery

10th Grade - 45% Mastery

11th Grade 48% Mastery

12th Grade - 43% Mastery

Based on data for 2020-2021 available in WV Tide, in Kanawha County Schools, approximately 32%, or 3 thousand of 9.6 thousand total students, tested in grades 3-8 did not meet standards on the WV Summative Assessment in ELA; 31%, or 3 thousand of 9.6 thousand total students tested in grades 3-8 partially met standards in ELA; 25%, or 2.4 thousand of 9.6 thousand total students in grades 3-8 met standards in ELA; and 13%, or 1.2 thousand, of 9.6 thousand total students in grades 3-8 exceeded standards in ELA. This means that approximately 6.4 thousand students in grades 3-8 of 9.6 thousand students in grades 3-6 who were tested demonstrated at least some progress in ELA based on current data provided from the 2020-2021 ELA WV Summative Assessment. Still, improved instruction must continue in order to continue progress and address the needs of the 32% not meeting standards.

As a result, an ELA training cadre will be put into place as part of the teacher leadership plan in order to better train teachers in up-to-date practices in ELA instruction. Vertical teaming across grade levels by attendance areas will also identify weaknesses across area schools and utilize ELA Cadre members to assist with professional development. School Literacy Teams will provide a variety of early learning initiatives, as identified in the KCS Strategic Plan, including the Jan Richardson Guided Reading Model in all schools, Books at the Ball Park, Digital Readers through Literacy Footprints in all 42 schools.

3. According to recent 2020-2021 data in WV Tide, 38%, or 3.7 thousand of 9.6 thousand

students who were tested in mathematics in grades 3-8, failed to meet grade level standards.

32%, or 3.1 thousand of 9.6 students tested, met at least partial standards.

17%, or 1.6 thousand of 9,600 students tested in grades 3-8, mastered grade level

standards in math.

And, 13%, or 1.2 thousand of 9.6 thousand students tested in grades 3-8 exceeded grade level standards on the WV Summative Assessment. Overall, 62% met partial standards or greater in grades 3-8, but 38% failed to meet those standards.

6th, 7th, and 8th grade math showed the lowest results, according to WV TIDE, with > 40% at each grade level not meeting grade level standards.

It seems results cannot be compared to the CIA Benchmark assessments because the number of students completing the Benchmark Assessment was not consistent with the number actually tested on the summative assessment. Much fewer students completed the CIA Benchmarks at each grade level than completed the summative assessment. Results were much lower in some cases and higher in other cases with little consistency.

Kanawha County Schools will continue to conduct Carnegie Academy (summer math professional learning) for teachers and emphasize Math4Life skills through training to KCS teachers provided by the Math4Life Cadre. In addition, Kanawha County Schools is diligently recruiting certified math teachers from a pool of recent college graduates and through alternative certification. All new math teachers will be provided with an academic coach, certified in math, to support instruction and classroom management.

4. ELPA21 Summative English Proficiency

120 identified EL students in grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 completed the ELPA 21 Summative assessment.

*3% (16 students) failed to demonstrate adequate growth in the proficiency standard. However, many of the students were new to Kanawha County or newly identified as EL students.

*69% (83 students) demonstrated growth and partial mastery of the standard.

*18% (21 students) demonstrated mastery of the English Proficiency language and will exit the program.

Seven full-time EL teachers will continue to serve students based on their proficiency level. There is a lead teacher/coach who provides professional learning opportunities for EL teachers. In addition, Kanawha County Schools and the WVDE both provide professional learning opportunities for classroom teachers serving EL students in their classrooms. There is continuous collaboration between the EL teachers and classroom teachers.

In addition, summer tutoring is being provided to EL students throughout July 2022, by certified EL teachers.

A three week summer program was held for EL students in July 2023.

* Teacher Leadership Roles

Teacher Leadership Roles

In exchange for a \$1500 annual contracted stipend, Teacher Leaders will adhere to their job description and will be expected to carry out the following duties:

1. Exhibit the qualifications identified in the job description
2. Attend the initial after-school meeting and two follow-up meetings after school to learn specific expectations and later to share data and progress toward goals.
3. Attend three professional learning sessions throughout the year (subs may be provided).
4. Work closely with the Curriculum Specialists and BTACS to maintain a specific and consistent focus on instructional improvement and academic achievement.
5. Plan and conduct a minimum of four Professional Learning Sessions for their small learning groups within the school and/or vertical teaming session, sharing strategies and expectations from the three professional learning sessions conducted by Kanawha County Schools.
6. Report progress from small group sessions and student progress in both a *written format and verbally at the district monitoring meetings. *Feedback form to be developed in a Schoology Course.
7. Teacher Leaders not following the job description will be removed from the position.
8. Lead Teachers, Cadre Members, and Mentors will also be compensated for their roles as teacher leaders.

* Teacher Leadership Selection

Define how teacher leaders will be selected in your county including the evidence that will be used to meet the minimum requirements and competencies.

For selection of the School-Based Teacher Leaders (TLs), the following process will be in place:

1. The number of positions needed per school will be identified.

2. The job description will be posted in each school for five days from August 14-18, 2023.
3. The school principal will select TLs from the school-based applicants.
4. After Teacher Leaders are selected, a district informational meeting will be held to identify the expectations of the teacher leader position. Teacher Leaders will sign contracts and receive a supplemental salary of \$1500 (\$750 at the end of each semester) for the 2023-2024 school year to carry out all duties identified in the contract and the job description/selection rubric which will be reviewed in detail.
5. Three to Four, after-school informational meetings will be held throughout the year, if needed, during which the Teacher Leaders will share data and activities being conducted within their schools to increase attendance, achievement, and graduation rates while helping students feel safe and accepted in an inclusive school environment.
6. Two to three, full-day professional learning sessions will be conducted by experts for the Teacher Leaders who will then plan in their schools, making school-based decisions together with the principal, about how to best meet their school goals.
7. The Teacher Leaders will plan together at the school level prior to the PL Days and deliver consistent messages and methods to meet school goals within their small groups or vertical teams.

* Application and Hiring Process

The Teacher Leader Job Description (see below) will be posted in each school, along with the number of allotted TL positions for the individual school. Teachers will sign a sheet of interest to verify they want to apply and will follow the job description.

The principal will select the Teacher Leaders for his or her school.
Each Teacher leader will accept a contract outlining the duties and expectations of the job.

Job Description: 2023-2024 School-Based Teacher Leader (TL) for Curriculum & Instruction

Post five days between August 14-18, 2023

1. Post this document which includes the application, in schools, in a designated location for five days and
2. provide to ALL Teachers within the school electronically (through KCS email) on the first day of the posting.

No later than August 25, 2023: Principals will submit school-based Teacher Leader names and email addresses using the Google Doc accompanying this job description.

The Teacher Leader: Duties and Responsibilities

Please read carefully accepting this role:

1. Each Teacher Leader will plan and present/facilitate one professional development session on a topic identified by the school faculty or by the individual teacher leader's groups. (For example, a group of K-1 teachers may decide they need more intense training on Phonemic Awareness; A middle school group may decide they need more help on responding to students who have experienced trauma; etc.)
 - This professional development session should be of adequate learning time (approx. 2 hours) for his or her group of teachers/staff and should be presented on a Professional Learning Day in October or January.
 - This professional learning session will be documented in True North Logic (TNL) as a section within the school course for 2023-2024. This Professional Learning activity will be described in TNL and participants will be enrolled and attendance will be marked. For help with True North Logic, see your school staff development liaison or your school principal.
2. Each Teacher Leader will lead his or her group in analyzing academic, behavioral, and attendance data through Performance Matters, ZoomWV, or an alternate source.
 - Data analysis to plan effective instruction will continue as a focus throughout the 2023-2024 school year.
 - Each group session will meet monthly on PL Days and/or other dates or during team planning for approximately an hour (or as needed).
 - This data analysis meeting will be documented in True North Logic as a section within the school course for 2023-2024.
3. As per state directions for WVSIPP (WV Support for Improving Professional Development), Each Teacher Leader will be available as a resource to assist the principal to support identified experienced teachers who may need support to improve their professional practice.

4. Required Teacher Leader Skills

The School-Based Teacher Leader (TL) is a leadership position within the school and is an extension of the school and district administration, supporting instructional practices and curriculum adopted by Kanawha County Schools to assist in improving professional practice and student instruction.

1. Must have the willingness and skills to collaborate and work collegially within the district and the school leadership team and principal.
2. Must have demonstrated leadership skills and demonstrate a positive influence on fellow teachers within the school.
3. Must demonstrate a willingness to take on a leadership role in analyzing a variety of student data sources, facilitating data meetings, and providing professional development based on the school needs.
4. Must demonstrate the ability to plan and carryout professional development sessions to support the needs identified through academic data analysis and Early Warn Indicators, and to related goals in the school strategic plan.
5. Must have the ability and willingness to lead colleagues in small groups and vertical teaming to determine best practice to increase academic achievement and decrease the negative effects trauma may have on progress and achievement.
6. Must have at least four, full-time completed years of experience as a teacher in Kanawha County Schools with an accomplished or distinguished evaluation.
7. Must have a positive attitude and support the goals and mission of Kanawha County Schools and those of the individual school.
8. Must have demonstrated the ability to establish cooperative working relationships with others.
9. Must attend all district training sessions and monitoring meetings, some of which may be held after school.
10. Must be willing and able to lead teachers through school-based professional learning and monitoring meetings in assigned small to mid-sized learning groups and vertical teams.
11. Must be able to write and maintain monthly electronic records in True North Logic to identify meeting details and identify attendees, compile a summary of data analysis, and steps being taken to meet progress and overall goals.
12. Must be able to facilitate the identification of specific goals, strategies, timelines, and evidence of progress for each team.
13. Teacher Leaders are job/school specific: if a teacher transfers to another job

(i.e., from an art teacher to a music teacher, or to another school) at any time

during the contract term, the contract becomes null and void.

14. Teachers who are not available during the complete school year due to an approved Leave of Absence for any reason, or due to poor attendance will not be eligible to serve as a Teacher Leader.

- Stipend: \$1500 per year (paid in December 2023 and May 2024) for

carrying out all duties of the position description, including documentation in True North Logic.

- This contract/supplemental position does not transfer from school year to school year.

* The principal makes the final decision on who is hired as a school-based Teacher Leader.

** If the principal fails to submit recommendations for teacher leaders by the due date, the

Assistant Superintendent of Elementary, Middle, or High Schools may select the Teacher

Leaders along with the curriculum department.

* County/Administrator Roles

The Kanawha County Schools District Leadership Tea for Teacher Leadership will consist of the following individuals:

Dr. Paula Potter, Deputy Superintendent
Mrs. Melissa Ruddle, Assistant Superintendent for Curriculum and Instruction
Dr. George Aulenbacher, Assistant Superintendent for High Schools
Dr. Mellow Lee, Assistant Superintendent for Elementary Schools
Mr. Amon Gilliam, Assistant Superintendent, Middle Schools
Ms. Megan McCorkle, Assistant Superintendent for Special Education
Dr. Elaine Gayton, Director of Professional Development & Instructional Support

Assistant Superintendents will identify content to be included in training for Teacher Leaders. They will also look for evidence of data-based instruction and supporting professional development implementation during school and classroom walk-throughs.

School-Based Teacher Leaders:

The Director of Professional Development & Instructional Support will:

1. Determine the number of TLs each school will have for 2023-2024, based on enrollment.
2. Develop the updated job description and posting for 2023-2024.
3. Assist principals in posting and selecting the TLs for the school year.
4. Work with the Teacher Leadership Tea to plan and schedule/facilitate the Teacher training.
5. Make all arrangements for the professional learning opportunities for school-based teacher leaders.
6. Wok with the TLs and school-based staff development liaisons to document small group learning sessions conducted by the PLS and manage records of teacher attendance and participation.
7. Conduct an end-of-year evaluation to monitor the effectiveness of TLs and school-based PD.

Instructional Coaches:

8. work with BTACs to support all new teachers, including teachers in the Alternative Certification Program and hired on permit, Resident Teachers from Teacher Education Programs who have passed the PLT or other measure, students teachers placed in and long term substitute positions, and other long-term substitutes hired through WVBE Policy 5202.

Cadre members who provide professional learning and support to teachers and principals:

9. Coordinate with specialists and others to provide continuous professional learning opportunities for educators.

Support for WVSIPP:

10. Coordinate with principals and assistant superintendents to provide support for experienced teachers (>3 years) who need assistance in improving professional practice.

* Management Protocol

Teacher Leaders will each sign/accept a contract agreeing to the job description.

A description of each professional learning session will be entered in the 2023-2024 school course in True North Logic, along with attendance marked for each session. This will be to monitor professional learning in data based instruction and supporting professional learning sessions.

Walkthroughs conducted by the principal and District TL support team will look for evidence of data based instruction and implementation of practices gained through Professional Learning Sessions in all classrooms.

At the end of each semester, the TL will be compensated for his or her duties provided as a TL.

If a teacher leaves a school, a new TL will be selected, and compensation will be prorated.

If a TL remains in his or her position, but does not follow through with described responsibilities., no compensation will be provided.

*** Evaluation Procedures**

The evaluation of data based instruction will take place, as follows:

- Descriptions of professional learning sessions will be described in True North Logic.
- Attendance at the professional learning sessions will be monitored and recorded in True North Logic.
- An increase in DIBELS 8 scores from BOY to MOY to EOY should take place as a result of data-based instruction.
- An increase in BOY to MOY CIA scores should be evident in all schools for grades 3-8.
- ALEKS data should show an increase for all math students as a result of data driven instruction.
- Students identified as lacking growth in reading and math will be receiving through proper intervention, including proper services provided to students who show evidence of Dyslexia and Dyscalculia.
- An end of year survey will be provided to all teachers to measure their perception of support provided by Teacher Leaders.

*** Estimated Budget**

FY 24	\$985,549.00	
FY 23	\$144,109.04	Carryover
Total	\$1,129,658.00	

Action Step:	Source:	Description:	Cost:
	Step VII D Teacher Leadership		
School-based Teacher Leaders	Supplemental Salaries and Indirect Costs	300 lead school-based Teacher Leaders who will: 1.) Provide data monitoring meetings and professional learning sessions to teachers in their small learning groups. 2.) Describe Data Meetings and Professional Learning Sessions in True North Logic. 3.) Monitor participation and attendance for each session. 4.) Provide support to experienced teachers who need assistance to improve their professional practice in	approximately 350 @ \$1500 per TL \$525,000.00 Plus Indirect Costs: \$525,000.00 X .27% \$141,750.00 Total: \$665,750.00

their departments or at their grade levels, as needed.
 5.) Provide support to substitute teachers in like content areas and/or grade levels.

Supplemental Salaries for Beginning Teachers to attend week-long, Summer BT Academy	Supplemental Salaries and Indirect Costs	\$1000 per Beginning Teacher	80 Teachers X 1000.00 \$80,000.00 plus indirect costs \$21,600 Total: \$101,600.00
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K-12 ELA Cadres	Supplemental salaries and Indirect costs	\$1000 each per ELA Cadre Members	10 @ \$1000 = \$10,000.00 plus 2,500 for Indirect Costs Total: \$12,500
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Substitute Teacher Coverage for New and Experienced Teachers to attend district level professional learning opportunities, and Teacher Leaders to attend district professional learning on data analysis and effective teaching practices. Including, substitute coverage for new teachers and experienced teachers covered under SIPP to observe master teachers.	Substitute Salaries for District Professional Learning Sessions	500 substitute Teachers throughout the year	\$156.00 x 500 substitutes \$78,000.00 plus Indirect Costs of \$11,700 Total: \$89,700.00
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Temporary, Part-Time, Retired Beginning Teacher Academic Coaches (BTACS) for new Special Education Teachers (Additional Spec Ed BTAC is paid through Step VIIa.)	Two Retired BTACS at Daily Rate for 100 days	100 days per BTAC	\$37500 X 2 people Plus Indirect Costs of \$7000.00 X2 Total \$82,000.00
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Beginning Teacher Academic Coaches Supplemental Salaries for an average of 10 Summer days (August 7-11 BT Academy plus prep days)	Daily Rate for 13 summer days x10 BTACS to plan and conduct Beginning Teacher Academy		\$48,750.00 plus Indirect Costs \$13163.00 Total: \$61,912.00
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Stipends for cooperating teachers for CTORs	\$500 per semester	30 cooperating teachers	\$1000.00 x 30 \$30,000.00 plus
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	X two semesters plus	indirect costs
	Indirect Costs	\$38,100.00
Materials, Books, Supplies for Professional Learning		\$78,096.00
Balance		0.00

* Communication

Communication:

The initial job posting and job description were communicated for FY 2024 through a Google Sheet provided to all principals. Principals shared the job description and posting with all teachers for five work days, August 14-18, 2023.

Principals selected the identified number of Teacher Leaders for their school.

An initial meeting will be held in Early September with all Teacher Leaders to review the job description and expectations.

Each professional learning session and data monitoring and analysis meetings will be communicated in True North Logic with session descriptions and attendance marked for all participants.

Survey results will be provided to all Teacher Leaders at the end of the year following completion.

WVSIPP Funding Details

Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 295,612.00
Support for experienced teachers	* \$ 755,450.00
Support for student teachers	* \$ 40,000.00
Support for other staff	* \$ 164,796.00
Professional development	* \$ 400,000.00

1) Science of Reading Instruction

Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.

Explanation

Preschool
*Literacy Backpack program, Creative Curriculum Studies, Writing without tears, Chef Gina, Ozmo's and Growing Up Wild, Minds in Motion, Print rich environments, ELRS, Teacher lending Library

K-5
SAVVAS, Heggerty Phonemic Awareness, Literacy Footprints for Guided Reading
Unique Curriculum for Special Needs
Horizons Curriculum for Special Needs

K-5 Science of Reading Practices
LETRS Pilot and Expansion to additional schools
Practices for Word Recognition to Build Fluency and Comprehension through vocabulary building and appropriate literature

Third Grade Success Act - DIBELS Dyslexia Screener and Intensive Intervention

K-5 Assessments:
DIBELS 8 Dynamic Indicators (K-3) BOY, MOY, & EOY followed by aligned intervention
Guided Reading/Fluency Assessments
SAVVAS Assessments
Success Maker
CIA Benchmarks
IMAs
ELPA 21 Screener for Identification of EL students
ELPA 21 Summative Assessment
WVGSA

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student and Staff attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

2.3.1 State and local support will continue to be provided to CSI/Target Schools, West Side Middle School, Sharon Dawes Elementary School, Weimer Elementary, Dunbar Intermediate, and East Bank Middle School.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

2) **Science of Reading and Numeracy Professional Learning Opportunities**

Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.

Explanation

Preschool
*PLD-Documentation (Individualization), Tier 1-Classroom management coaching, Transition to kindergarten team meetings and activities

K--5
LETRS, Heggerty 8-15-23, Instructional Swaps 8-15-23, Numeracy 8-15-23 and ongoing, DIBELS 8 Dyslexia Screener 8-15-23 (School-based cadre member will deliver) Number Talks for Math Screener to identify Numeracy proficiency, Numeracy Schoology course, Monthly Math User Groups, Carnegie Learning K-2 and 3-5 Academies (week-long), Mathematical Habits of Mind posters displayed and incorporated into all classrooms

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3) **Assessments: Screeners, Diagnostics, Benchmarks**

Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.

Explanation

Preschool-
*ELRS assessments, Brigance screener, Pre K speech clinic, Individual child observations

K-5
*DIBELS8 Dynamic Indicators (K-3)
DIBELS 8 Dyslexia Screener (K-3)
Number Talks and additional numeracy screeners are being identified (Grades K-8)
CIA Benchmarks (Grades 3-8)
IMAs (Grades 3-8)
SAVVAS (Grades K-5, 9-12)
ALEKS (Grades 9-12)
SAT Benchmarks (Grads 9 and 10)
SAT Exam (Grade 11)

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4) **Multi-Tiered Systems of Support**

Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

Explanation

K-5
Tier I - Instruction for all students
Tier II - Support through appropriate interventions. KCS has both reading and math interventionists in elementary schools and in Title I Middle Schools.
Tier III Documentation initiated through SAT following modifications/recommendations from 504's and IEP's.

Administrators will create individual schedules for their school that provides time to address the needs of Tier III students.

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☑ 2.1.1 Recruit and retain effective certified teachers, including those eligible for alternative certification, in all classrooms.

☑ 2.1.2 Provide a variety of professional development and training opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers and school administrators.

☑ 2.1.4 All instructional and support services for students with an IEP will be driven by the student IEP, ages 3-21. This will take place through a variety of appropriate instructional and support settings, curriculum, devices, support materials, supplies, instructional personnel and service personnel.

PM 2.3 Increase Academic Achievement in schools identified for Comprehensive Support for Improvement (CSI), West Side Middle School, Sharon Dawes Elementary School, Dunbar Intermediate, Weimer Elementary, and East Bank Middle.

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5) Family Notification and Involvement

Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.

Explanation

Preschool
*Parent celebrations (monthly), Literacy Backpack Program, Parent involvement, Policy Council meetings, monthly parent meeting, goal setting with social workers, schoology, SAT, and Grandfamilies Newsletters

K-5
*Dibels8 Family Letters/Home Connection, and Dolly Parton Imagination Library
*Powerful Partners sent home monthly with suggestions for home math and reading ideas
*Numeracy Schoology group provides resources for teachers to send home to parents/guardians.
*Teachers encouraged to send reports home to parents at mid-terms and end of nine-week grading periods.
*Reading and Math family nights
*Clay Center family nights (if applicable)

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6) **Extended Learning Opportunities**

Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

Explanation

Preschool
*Field trips, Camp Virgil Tate Field Day, Schoology, WV Extension Office, Summer transition to kindergarten program, Extended School Year, Summer Academy, Waterford (iPads), Summer Transition to kindergarten kits, and Lending Library for teachers.

K-5
*Second and Third grade Summer School/July 2023 (ESSERF funding)
*After-school tutoring available in high-need schools.

EL Students
Grades K-8 Summer Program to increase English Proficiency
Grades 9-12 Individual or small group tutoring in addition to Tiered service levels

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Kanawha County Schools (039) Public District - FY 2024 - LEA Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) P – 12 Mathematics Content Knowledge

Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)



Explanation

Kanawha County Schools participates in the following programs and initiatives to improve knowledge in mathematics:

1. Math4Life - WVDE initiative to support students and teachers in making math meaningful.
2. Carnegie Math Professional Development Academies for teachers. There are four academies with 100 teachers participating in a week long intensive math collaboration training.
3. Math User Groups - Monthly professional development groups for K-12 teachers.
4. Number Talks & Numeracy - K-5 initiative to encourage all teachers to incorporate number sense into their daily routine.
5. Materials to support instruction and professional development - Materials are incorporated into many of the professional development sessions for teachers in all schools. All K-5 teachers have the original Number Talks book and all 3-5 teachers have the Number Talks book on Fractions and Decimals.

2) P – 12 Mathematics Pedagogy/Thinking Skills

Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)



Explanation

Kanawha County Schools participates in the following programs and initiatives to improve mathematics instruction:

- Math4Life helps parents understand what is happening in classrooms and how they can help their children be successful.
- Mathematical Habits of Mind are incorporated into classroom instruction to promote critical thinking skills.
- Carnegie Math Professional Development Academies are intensive collaborative sessions that provide educators with manipulatives that they are trained on and can utilize in their classrooms to promote mathematical discourse.
- Math User Groups meet monthly to provide professional development on relative mathematical topics.
- Number Talks build number sense in elementary classrooms.
- Materials to support instruction and professional development are provided to teachers who participate in these professional learning opportunities.
- School-based Teacher Leaders provide professional development to all colleagues on utilizing **Performance Matters** to analyze student data to improve math instruction.

3) Leadership Development

Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)



Explanation

- Each School in Kanawha County has 3-7 teacher leaders who are trained to assume leadership roles within their schools and serve as professional learning facilitators for using Performance Matters to analyze data and plan data driven instruction and intervention.
- All elementary schools have literacy team leaders who assume leadership roles and provide professional development in literacy.
- Teachers aspiring to be future administrators participate in a KCS Leadership Academy.
- New administrators participate in the Beginning Administrator and Mentor Program (BAM).
- All principals participate in a bi-monthly Leadership Series and a bi-monthly professional learning session on curriculum.
- All Curriculum Assistant Principals (CAPS) and Administrative Assistant Principals (AAPS) meet monthly for professional learning and collaboration.

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4) Student Engagement

Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)



Explanation

Kanawha County Schools is providing data driven instruction and intervention based on individual student data compiled through Performance Matters. Performance Matters compiles all academic data and early warn indicators such as attendance, classes failed, etc into one platform making it easy for teachers to identify individual student needs, small groups of students by need, and needs across grade levels and by school. Teacher Leaders in all schools are providing professional learning session to all building teachers and monitoring implementation of data-driven instruction by school. Engagement processes include: Learning 20/20 Technology Initiative to help students incorporate technology as a relevant learning tool; The Carnegie Math Academies Professional Learning and materials to implement meaningful mathematics instruction; Number Talks to build number sense and number fluency in K-5 classrooms; Jan Richardson's Guided Reading Model, Literacy Footprints; New integrated science materials for K-6; etc.

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5) **Mathematics Coaching/Facilitating**

Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)



Explanation

All beginning math teachers, including new math teachers hired through alternative certification, have an assigned Beginning Teacher Academic Coach (BTAC) with a math background/certification to serve as both a mentor and coach.

Each middle and high school has a teacher leader from the math department in their schools.

Math teachers participate in Math for Life, Carnegie Math Academies, and Math User Groups to develop leadership skills.

Identified Math teachers attend AP training annually.

Mastering My Math

Math for Life Training Cadre

A full-time beginning teacher academic coach/mentor works with all new math teachers.

Classes are conducted in blended learning and student personalized learning for math teachers in alternative certification.

Vertical teaming by feeder area.

6) **Parent Involvement/Public Relations**

Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)



Explanation

Schools host family math nights throughout the school year.

Many additional opportunities to involve parents and community are part of the Math4Life initiative and include:

Zoom WV for parents to view their child's data and overall school data

Access to the WV Tree to become familiar with standards

Course and grade level overviews

Parent Toolkits

Community Resources

Free Math Apps to use at home

Tips for parents to help their children with math